PHI DELTA KAPPAN

A Journal for the Promotion of Research, Service, and Leadership in Education

To Create an Enduring Society

Are We Over the Hill?

The Doctorate in Education

Technology and Education

The Case for Centralization

The Changing Academic Environment

American Teacher in Japan

Five Book Reviews

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IN this issue of the KAPPAN, Cliff Hooker makes a powerful case for what might be termed a one-world curriculum. He says that our school system is still isolationist many years after isolationism became anachronistic. Like George Counts in the April KAPPAN ("The Closing of the Great Cycle"), Hooker is deeply concerned about the almost exclusively Western orientation of U. S. culture.

Warnings like this are good. So are the exhortations that conclude them: "Our tasks are great and the time is short. May we each rise to the occasion."

But, as John Gardner wrote recently, "We have plenty of problems we haven't solved, not because we didn't know how but because we couldn't organize ourselves to apply what we know. . . . The problem now is to get action."

Well, we are pleased to hear of one group of educators who aren't waiting for someone to tell them how to organize. They are hell-bent for action on the international front. We have the story from Theral T. Herrick, director of the Department of Instruction and Guidance in the Kalamazoo, Michigan, schools:

For some weeks now a group of twenty-four educators and interested citizens have been meeting in Kalamazoo to lay the groundwork for a Junior Peace Corps. The educators represent the Kalamazoo Public Schools, Western Michigan University, and Kalamazoo College. The lay citizens represent the local newspaper, the TV and radio stations, the Junior Chamber of Commerce, the Upjohn Company, and some of the banks and law firms.

These folks agreed as follows:

1. That they need to establish a cross-section "Council on International Understandings" which will represent all of the organizations interested in this subject from the city of Kalamazoo. A meeting to establish such a council will be held in the near future.

2. That the general purpose of the council will be to interest young people in international understanding and service, and provide them with information so that they can read, vote, and serve the nation more effectively in the area of international understanding.

3. That some tentative short-range plans and long-range plans be set up.

Among the short-range plans discussed are establishment of Junior Peace Corps Clubs by school and by area and identification and use of materials in such groups. Long-range plans include teacher seminars, the enrichment of the curriculum with appropriate course offerings and experiences, the provision of scholarships for special study in the field, and summer work camp experiences both at home and abroad.

IT is to be hoped that the work of the Kalamazoo group will be widely publicized and that many other communities will adopt similar or complementary projects. For, as important as are other phases of the school program, none is more important than this.

We all know that some substitute must be found for international war, now that destructive powers are so great that to settle disputes by bombs is worse than roasting a pig by burning down the house. Political organization to follow the lines of the world economy is imperative. The U.N. is only a step in the right direction.

The beginnings of a successful organization of this kind may come in the classrooms of the world. Only there, it seems, can we hope to break down prejudices and fears as old and as paralyzing as those which characterized tribal organization a few centuries ago—and still characterize national organization. No one knows yet, quite, what "world community" means. No one can predict the nature of that radical break through "common sense" which will give us such an organization. It may be as startling as the realization, after Newton, that gravity establishes "up" and "down." But of one thing we can be certain. It will not come unless someone sets the stage for it. That stage is the school, a school that fosters creative imagination in the study of society—psychology, anthropology, ethnology, jurisprudence, pedagogy, cultural history. Such creative imagination will have to be fostered just as carefully as we have, in the recent past, nourished the development of the scientific method in the physical and biological studies, the studies that got us into our present dilemma. —SME

The Coffman Lecture

To Create an Enduring Society

In a day when harmony among nations should be a prime goal of public education, the schools remain grotesquely isolationist in organization, in spirit, and in performance. What can we do about it?

By CLIFFORD P. HOOKER

EDUCATORS are fond of quoting brief remarks by Thomas Jefferson and H. G. Wells. A century and a half ago Jefferson said, "If a nation expects to be ignorant and free, it expects what never was and never will be." A half century ago Wells said, "Human history becomes more and more a race between education and catastrophe."

Today, with events in the Congo, Laos, and Cuba verifying those statements once again, I ask you to ponder them with me.

Today, ignorance in any part of the world is a menace to freedom. If catastrophe wins in Africa, Asia, or Latin America, it will engulf the rest of the world. There are no walls now to protect us.

One must grant that education alone will not insure the survival of democracy. Yet it is equally evident that freedom and education have a common destiny. While education in a free society serves many purposes, the one it serves most directly is equality of opportunity. We promise such equality, and education is the instrument by which we hope to make good the promise. Education is the highway of individual opportunity, the freeway that all may travel. It is the foundation of an enduring society.

As in the days of Jefferson, the free institutions of the world are on trial. Our priceless heritage of individual liberty and our tradition of popular rule through democratic processes are in grave peril. Huge masses of people are preparing to challenge our right to dominate the course of human history. The survival of societies dedicated to the worth of the individual will pivot upon our success in extending the benefits of our democracy to all of our people. Democracy is not pre-destined to survive eternally.

History has ceased to be on our side. The image of America as the "land of the free" and the "haven of refuge" for the oppressed is projected with less clarity than formerly. It is no longer safe for us to assume that our adversaries are survivors from the past, and destined to be swept aside by the spread of enlightenment and the irresistible struggle for the emancipation of the human race. The threat to democracy comes from deep-seated troubles at home and abroad and from competing conceptions of life and society thrown up by revolutionary movements of this age.

Our success in adapting to these developments has been something less than spectacular. In his

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MR. HOOKER *(Eta 2038) is professor of education, University of Minnesota.* *This article is adapted from his Lotus Delta Coffman Lecture, delivered in March before a Schoolmen's Week audience at Minneapolis. The annual Coffman lectures, sponsored by Eta Campus Chapter, honor the late President Coffman, who went to Minnesota as dean of the College of Education. One of the earliest leaders in Phi Delta Kappa, Coffman assisted in the amalgamation of chapters which in 1910 gave rise to the present international organization.*

new book, *The Necessity for Choice,* Henry A. Kissinger[1] makes some succinct observations about the troubles of the Western world. He says, "It has not been able to articulate either a philosophy or a program adequate for our time. It has failed to identify itself with the revolutionary period through which we are living. It has not had the vision or the willingness to carry through a sustained program to bring a sense of direction to a world in turmoil."

As a nation we have substituted status quoism for isolationism. We recognize the interdependence of nations but we foolishly consider our interests to lie in the maintenance of the status quo, even when the status quo is unworthy of our support. Virtually every revolution in recent history has been supported by Russia and opposed by the United States. Political developments in Asia, Africa, or South America, designed to overthrow existing governments, no matter how autocratic, are discouraged. We have a consistent record of support for such dictators as Batista in Cuba, Chiang Kai-Shek in Formosa, Tito in Yugoslavia, Peron in Argentina, Franco in Spain, and Trujillo of the Dominican Republic. Hence, it has been a simple matter for the Soviet Union to encourage nationalism, to appear as the friend of the emerging peoples.

The nucleus of our problem lies in the fact that while we reluctantly discarded isolationism as the guiding philosophy of our foreign policy, this basic change was not reflected in the American system of public education. World leadership was thrust upon us by technological discoveries in the means of making war and by circumstances related to World War II. It was one of history's cruel jokes that the atomic age, which was to make us totally vulnerable, was ushered in by a brief period which seemed to demonstrate that we were forever totally secure. We are most uncomfortable in our new role and many of us have a longing for what President Harding called "normalcy"—meaning a return to things as they were before an unwanted involvement in world affairs temporarily disturbed life in the U.S.

Education Remains Isolationist

The central thesis of this paper is that our system of public education is essentially isolationist. In general, our educational system is still shaped to the needs of a self-contained American society. We teach our youth far too little about the relationship between their value systems and the experience of other peoples. Our lack of empathic understanding, which so sadly hampers well-intentioned American efforts abroad, can be blamed in part upon failures in our public schools. These failures begin with our organizational structure for education, and they are compounded by a perverted set of priorities in many of our schools. Let us examine how our structure for education and the priorities we have established reflect nationalistic parochialism in our schools.

Hurrying Slowly Forward

Public education, the engine of democracy, is hurrying slowly forward on all 40,000 cylinders —or 167,000 cylinders—depending on whether you are counting school districts or school board members. Turnpike performance in this 1647 model is not easy to achieve. In an effort to get more efficiency out of this fugitive from the museum, we have engaged the services of thousands of mechanics, consultants, and shop superintendents. While these experts recognize many of the weaknesses of the old buggy, they are in agreement that its greatest need is for more fuel. Some of the experts recognize that a better distribution of the fuel to all of the cylinders—including those that are no longer operating—is needed also. This is an extraordinarily complex problem in carburetion, because, remember, each cylinder has its own local supply of fuel, and now we are proposing that each cylinder siphon additional fuel from the state supply. Moreover, there is a rumor that more fuel from the federal tank may be made available.

Our efforts to supercharge this ancient engine without tinkering with the cylinders have produced a mechanical monstrosity. The vehicle is all carburetor. These carburetors have filters, valves, governors, chokes, and even needles. Some have one barrel, others have two barrels, and the newest types are equipped with fuel injection. All of these variations are necessary because some cylinders just can't get along without a fixed amount of fuel from the state supply, and others seem to do better whenever there is some doubt about how much fuel to expect from state sources. Outright fuel injection from the state tank is necessary in some cases where the cylinder has neither the willingness nor ability to function.

While this analogy between an outmoded automobile and our structure for education is not perfect, it serves a useful purpose. Both were designed to satisfy the needs of a previous generation, and these needs were largely local in character. Just as the earliest automobiles were not designed for high-speed cross-country driving, our

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[1] Henry A. Kissinger, *The Necessity For Choice.* New York: Harper and Brothers, p. 98.

basic pattern of school district organization, which began in the seventeenth century, was not created to provide an education for the 1960's, and no amount of tinkering, no matter how good the mechanics, will improve significantly the performance of obsolete machines or social institutions.

Experience has demonstrated that small school districts are grossly inefficient; they are wasteful of personnel; they do not provide a sound basis for school finance; and they cannot provide an adequate educational program. Moreover, voluntary provisions for school district reorganization do not work. After more than one-half century of experience with school district reorganization, ten states in the Midwest have 24,000 school districts, or 60 per cent of the total for the nation. Nebraska, for example, made provisions for voluntary school district consolidation in 1869. After ninety years of public apathy and petty politics, the state still had 3,800 school districts in 1959. The first school district consolidation law in Minnesota was enacted in 1901. As of July, 1959, Minnesota had 2,814 school districts. About one-half of these districts operated ungraded elementary schools and over 800 operated no schools. Fewer than one district in six operated a combined elementary and secondary program. Furthermore, about 60 per cent of the high schools had fewer than 100 pupils per grade.

The Futility of Local Control Illustrated

The futility of local initiative for school district reorganization has been demonstrated admirably in Illinois. After forty-five years of permissive legislation, Illinois in 1947 had over 11,000 school districts. The *laissez faire* attitude of the legislature was reversed in 1947, and the number of school districts was reduced by more than 50 per cent during the next two years and by 85 per cent in the twelve years following 1947.

As pointed out earlier, our system of education grew and expanded in response to local needs. Each community developed a system of public education appropriate for its needs. Local control, local financing, and local objectives were the elements of public education. While this system served the nation admirably when we were reasonably isolated from other nations of the world, it is woefully deficient today. Our new position of world leadership places demands upon our citizens that are but remotely related to local community needs. An educational system molded to the mental habits of a self-satisfied, self-contained American society is partially responsible for the fact that the United States has become a status quo power in a rapidly changing world.

THE American educational system teaches young Americans next to nothing about the value systems of other people. This situation prevails at all levels but it becomes increasingly inappropriate as the learner scales the academic ladder. Teachers in the elementary schools have discovered that units dealing with people in other lands are of great interest to their pupils. The pupils gain a rudimentary understanding of cultures, environments, and "ways of life" other than their own. Moreover, their basic skills and their understanding of our culture are improved in this process.

Unfortunately, this attention to other cultures is sporadic and extremely superficial. The teachers are ill-prepared to deal with content of this type. They, too, are products of a school system which served the cause of isolationism, and few have had any opportunity to travel abroad. Moreover, teachers in many communities are expected to be anti-intellectual conformists. They are told to avoid all "controversial issues" in their classrooms. How can there be any issues without controversy? What is there in history, philosophy, or science for that matter, that is not controversial?

The intellectual diet offered in most of our high schools is almost entirely devoid of attention to foreign cultures. One need not enter into the debate concerning the value of our "practical" subjects—such as typewriting, industrial arts, home economics, physical education, and driver education—to discover some serious omissions in our program of studies. The so-called "academic subjects" provide virtually no opportunity for our young people to study foreign cultures. Our concentration on American history, American literature, problems of democracy, mathematics, and science rarely permits inclusion of content from beyond our borders.

This leaves to foreign languages the total responsibility for exposing young Americans to other cultures—and what a fiasco this is! In the first place, many of us believe that foreign languages are unimportant. Others tolerate languages in the curriculum but insist that they be Europe-oriented. At a time when the future of America is deeply involved in what happens in Asia, Latin America, Africa, and the Middle East, our attention to languages—in so far as any attention exists—is limited largely to French, German, Spanish, and (the ultimate absurdity) a sprinkling of Latin. With but few exceptions, foreign language instruction in our high schools is limited to a few pupils exposed briefly to the wrong language. We need more emphasis on foreign languages at all levels in our schools. Many of our

high-school graduates should be thoroughly familiar with at least one foreign language.

The highly provincial orientation of our public schools has been endorsed and recommended by virtually every national committee and commission which has been concerned with education. The Commission on the Reorganization of Secondary Education, which developed the *Seven Cardinal Principles of Education* in 1918, failed to identify a single objective of education having to do with understanding of foreign cultures. The Educational Policies Commission in 1952 discovered ten of the imperative nationalistic needs of our young people and considered its task complete. John W. Gardner, in "National Goals in Education," a part of *Goals for Americans*, a report of the President's Commission on National Goals, made twenty-five recommendations for improving education in the 1960's. The most charitable interpretation one can place on his failure to mention a better understanding of foreign cultures is that in his opinion we are doing well in this area. The 1960 edition of the criteria for evaluating and accrediting the secondary schools of this nation is *prima facie* evidence of the provincialism in our schools. This volume, which includes thousands of items concerning recommended practices and guiding principles for the improvement of secondary education, contains next to nothing about the role of the schools in developing world understanding.

Additional Examples

Many other examples of our lack of attention to foreign cultures could be cited. Our school libraries, for example, are miserably understocked with books of all kinds—but especially books about other cultures. Copies of the *National Geographic* magazine are as scarce in our schools as are McGuffey's readers. Our high-school bands can march with great precision, but those who play the music know nothing of the culture which produced its composer.

Additional proof of our unmet needs in public education in this country seems unnecessary. But this is not the limit of our concern. Democracy and education throughout the world have a common destiny. Illiteracy, hunger, poverty, disease, and other by-products of poor education are the same in any language. As shown in Table I, 42 to 44 per cent of the world's population of persons over fourteen years of age are illiterate.

The educational needs of Africa alone are staggering. Let us examine the problem:

1. In Algeria, after 135 years of French rule, one boy in five and one girl in sixteen of school age are in school.

2. In Liberia the situation is worse.

3. Fifty per cent of the teachers in Africa, in 1958, were untrained. Untrained teachers have less than nine years of school. Trained teachers have from twelve to fourteen years of school.

These deplorable conditions in nations with fabulous potential wealth are no accident. Illiteracy for Africans has been public policy for centuries. With six million European whites controlling most of the wealth for a continent with 220 million persons, universal education was not encouraged. In fact, many whites have opposed educating the African at all. They believe he is more useful and less dangerous without education. Educational conditions in Africa today are frightfully reminiscent of the attitude of William Berkeley, the English governor of Virginia, who in 1671 wrote to the commissioner of plantations in England, "I thank God, there are no free schools, nor printing, and I hope we shall not have, these hundred years; for learning has brought disobedience, and heresy, and sects into the world, and printing has divulged them, and libels against the best government. God keep us from both."[3]

Expenditures for education in Africa and in many parts of the world are unbelievably low. School expenditures of less than one United States dollar per inhabitant are not uncommon. (See Table II.)

TABLE I. ILLITERACY OF PERSONS OVER 14 YEARS OLD AT MID-CENTURY[2]

Place	*Total Illiterate (in Millions)*	*Per Cent Illiterate*
Africa	93-98	71-81
Asia	500-530	60-64
South America	27-28	40-42
North America	17-18	11-12
Europe + USSR	32-34	7-9
Oceania	1.1-1.2	12-13
World Total	670-700	42-44

AS was pointed out in the beginning, Jefferson reminded us that nations cannot be ignorant and free. While one cannot be sure of Jefferson's definition of ignorance, it is fairly certain that he was concerned about the ability of individual citizens to understand the questions to be an-

[2] *Journal of Human Relations*, Spring and Summer, 1960, Vol. 8. Nos. 3 and 4.

[3] Edward D. Neill, *Virginia Carolorum*. Albany: Joel Munsell's Sons, p. 338.

TABLE II. SCHOOL EXPENDITURES IN UNITED STATES DOLLARS PER INHABITANT (1958)[4]

Country	*Expenditure*
Belgian Congo	1.26
Bolivia	1.95
Egypt	3.73
Ethiopia	.25
Algeria	5.94
Ghana	4.93
India	.52
Liberia	1.20
Libya	1.51
Morocco	6.20
Portuguese Angolia	.27
Sudan	1.00
Viet Nam	.37
United States	56.00
USSR	83.25
Mexico	1.85

swered by their government. Such is the essence of democracy. Furthermore, if we have learned our history well, we know that the world cannot be made safe for democracy merely by disposing of its enemies. It is true that dictatorship is the enemy of democracy, but democracy's most deadly enemy is its own failures. Since the days of Pericles more democratic governments have fallen of their own weakness than have been overthrown by foreign tyrants, kings, or dictators. Were the Russians to disappear from the face of the earth or become overnight as harmless as church mice, our problems would remain very grave. Aside from the economic confusion which would result if peace should break out, there would remain vast millions of hungry, illiterate, and discontented people in the world. The world cannot be safe for democracy with the present standard of starvation, misery, and privation in many parts of Africa, Asia, and South America. Poverty in much of the world and democracy in the United States were not ordained by God. Men can and men will do something to reduce their suffering.

Evidence has been presented here to show that as the great pillar of freedom and guardian of democracy, the United States is in deep trouble. An effort has been made to show that this trouble stems in part from failures in our public schools. While conditions beyond our immediate control have placed the United States in a position of world leadership, our system of public education, which was created to serve a self-contained society, has become outmoded. Our structure for education was designed to satisfy the local conditions of a rural society and our program of studies provides virtually no opportunities for young Americans to learn about other cultures.

Our structure of education must be changed. The number of school districts must be reduced drastically. We must discard those elements of local control which, while historically understandable, are no longer useful.

We must stop quibbling about the role of the federal government in education. The resources of this great nation must be mobilized in support of a school system which places greater emphasis on national and international goals. It is arrant nonsense for us to pretend that the federal government has no responsibility and no interest in public education. As Robert M. Hutchins has observed about the Defense Education Act of 1958, "History will smile sardonically at the spectacle of this great country getting interested, slightly and temporarily, in education only because of the technical achievements of Russia, and then being able to act as a nation only by assimilating education to the cold war and calling an education bill a defense act."

'Musts' for World Harmony

Practical and humanitarian considerations demand that we remove the blindfolds from the youth of America. Harmony among nations, which improves with world understanding, must become an important goal of public education. Every learning experience in all of our grades should be examined thoroughly in search of opportunities to include material about the value systems of people in other parts of the world, and new units specifically planned to encourage world understanding must be included in the curriculum of our schools. We must provide more opportunities for our teachers to learn the languages and customs of people in other nations. We must help backward nations help themselves.

Finally, the world cannot survive half illiterate and half educated. We must accept the challenge of our time. Henry David Thoreau was talking to us when he warned, "You cannot kill time without injuring eternity." Our tasks are great and the time is short. May we each rise to the occasion.

[4] UNESCO, *World Survey of Education*, 1958.

► A teacher who makes little or no allowance for individual differences in the classroom is an individual who makes little or no difference in the lives of his students.

—William Arthur Ward

Are We Over the Hill?

The rallying cry of academicians who advocate the "hard" curriculum is "the national security." They would dispense with time-consuming physical education programs in order to strengthen math, science, and language.

The challenge to professional leaders in health, physical education, and recreation was never more clearly defined, says Mr. Means. These leaders must show that the need for citizens with health, fitness, and organic vigor is greater than ever, and that school programs make an important contribution to these goals.

By LOUIS E. MEANS

TOYNBEE tells us that nineteen of twenty-one great civilizations of the past disappeared not from external conquest but because of internal decay. Their history is the story of people trudging up a hill in wooden shoes and coming down on the other side in silk stockings.

Are we in the downhill era in American history, and if so can we reverse direction before it is too late?

First, let us take a brief look at some of the research evidence. Some of it relates to basic physical needs of youth. These references are but a few of those now available:

Activity is essential to the healthy growth of all animals, including man. (1) (2)

Younger organisms have more available energy than older ones and they convert it into activity at a more rapid rate. (1) (2)

Children and youth who participate in many activities and who produce the most school work of various kinds are those who, on the average, are physically strong and energetic, not given to absences from school, and developmentally advanced. (3)

Children of today are growing taller and heavier and maturing earlier than in former years. (4)

Positive psychological drives, physical strength and energy, and heightened activity within the cells of the body appear to occur together. (3)

Regular physical activity produces organic changes, particularly in the lungs and circulatory system, some of which improve function for normal living and are protective against stress and strain. (5) (10)

Regular physical activity will eventually increase the density of the bones of the body and increase their resistance to stress and strain. (6) (10)

The problem of obesity begins early in life and is as much a matter of underactivity as overeating. (7) (10)

Psychiatrists have given wholehearted support to the need for the values of play, in an area where evidence is generally of a clinical nature. According to Jackson and Todd, for example, what the child gains through play is not practical skills, but an inner balance on which depends his future emotional development and the success of his relationships with other human beings. (8) (10)

Menninger says that good mental health is directly related to the capacity and willingness of an individual to play. (9)

Recent studies suggest that motor abilities might be developed to a much greater extent than is now being done in most schools. (11)

Culture is transmitted through experiences at home, in the school and community. "Ritualized play functions as one of the media through which a society of people projects the values of the culture they share." The role of play in transmitting the culture has been given full credit by anthropologists and historians. (12)

One way in which sex-appropriate behavior is early installed in children is through play experiences. (13)

The development of motor abilities is especially important in relation to the social and emotional adjustment of boys and girls. (14)

The status of the school child with his peers is dependent to a great extent upon his motor skills and his behavior in game situations. "The child soon learns that he will be judged by what his body accomplishes. . . . This is one of the lessons of life—that we are judged by our bodies and can improve them." (15)

Paul Dudley White, the eminent cardiologist, states: "Evidence of the most important cardiovascular disease—coronary and cerebral athero-

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> sclerosis—often appears in middle age, but the actual disease starts earlier. It is undoubtedly due to . . . other factors that begin in the twenties . . . we are quite sure we have some clues. One of these is the maintenance of physical fitness, including the avoidance of obesity and the establishment of regular habits of vigorous exercise. . . . " (16)

It was not until 1956 that an accepted physical fitness test was available which could be used to ascertain the status of the basic fitness ingredients in youth. The American Association for Health, Physical Education and Recreation (AAHPER-NEA) produced this test, which has become officially and universally recognized in every state because of its scientifically valid development and the availability of national norms and standards. Since 1958 more than twenty-five million American youth have been given this test repeatedly, and its use has spread to almost every nation in the world. Many school districts can now determine the status of their school population in these basic physical fitness components. They can now compare their results with those of almost any section of the nation, and with youth of many other nations.

In 1959 the AAHPER National Fitness Test was scientifically used with 20,000 Japanese children and youth. In all but one component the Japanese were substantially superior. (17) More recently (1960), the test was used with 10,000 youth in England, Scotland, Wales, and Cyprus, and again the results were far from flattering to United States prestige and complacency. (18) It was disturbing to note that at some ages British girls were superior to American boys in some elements of fitness. These test results are available upon request from AAHPER headquarters.

The AAHPER Fitness Test is being currently used with youth in many other nations, but everywhere the results are the same. In only one very backward and disease-ridden nation have the results been favorable by comparison.

One significant fact emerges from these dismal comparisons. Physical educators are finally becoming more objective in measurement and evaluation of student status and progress. Guesswork is giving way to more sound procedures. Instruction is slowly replacing haphazard play periods. The nation is becoming alert to these problems. Recent emphasis given this matter by President Kennedy indicates a growing trend toward national awareness and program improvement. Real physical fitness cannot be attained or maintained by watching others. It can only be realized through daily programs under skilled and dedicated leadership, undergirded by administrative support.

► A test of physical fitness devised and standardized by AAHPER shows that American youth fall behind Japanese, English, Scotch, Welsh, and Cyprian in most respects. The test is being currently used with youth in many other nations. Everywhere the results are the same. In only one very backward and disease-ridden nation have the results been favorable to the U. S. by comparison.

WHAT ABOUT YOUR PHYSICAL EDUCATION PROGRAM?

PRESSURES directed at accelerated academic proficiency, heavier intellectual work load for the gifted, and the elimination of curriculum content that does not appear to make a direct contribution to that end has caused legislators and school administrators in some states—California, Oregon, and Wisconsin, for example—to curtail or partially eliminate physical education in the schools. This is a trend which must be reversed. The State of South Dakota has recently given legislative blessing to its first required secondary school physical education program—a step in the right direction. Many school districts have added an extra class period each day to meet the demands of academic acceleration and still retain the other curriculum elements which are so important in the education of youth.

Able school administrators have taken steps to improve the quality of instruction in mathematics, science, and the languages. Undoubtedly there was much room for improvement. So it is with physical education. The administrator can no longer leave supervision of this important phase of his program to his weekly look at the varsity team in action. He must set the stage, create the climate, and work with staff to be sure a *daily instructional program* is in operation. He must be sure this program is presented through carefully planned courses of study in a sequential pattern of graded experiences from year to year. He must be sure that well-prepared teachers are available who know how to do this job. He must watch them at work, question their motives and objectives, and ask for objective evidence of progress. He cannot be satisfied with anything less. Proper facilities and equipment for real instruction must be provided as rapidly as possible. They must be used in a program that meets all individual and recreational needs. The administrator must not be content until school facilities and leadership are

utilized to full capacity for youth and adults of the community.

The Russians have learned the secret of physical and sports superiority and are prosecuting their program to capacity. They know that mass production and mass opportunity for all ages of youth and adults will eventually produce world champions, and hence, in their opinion, world supremacy and prestige. They are moving rapidly toward that goal.

In the United States we have long had this opportunity—an essential element in a democratic society. But we have blandly allowed sports opportunities to become available to only a few skilled performers. We have talked of intramural sports for all students while at the same time we have allowed situations to develop which make such programs impossible. This condition is easy and inexpensive to remedy. Only one man and one woman teacher in a modern secondary school or college, assisted by a corps of willing student leaders, can reach the total student body in a wonderful participation opportunity heretofore unknown in all but a few American schools.

Biology sometimes gets a bit messy. It is a known biological fact that "a fish rots from the head down." Perhaps that is enough to suggest to school administrators and department heads who carry the responsibility for developing and maintaining programs that are so essential to the future of a strong and virile America.

Of what purpose is it to develop a large reservoir of future scientists, engineers, and intellectuals who cannot attain their true potential, or who cannot be expected to live long enough to utilize these assets because of failing health, a lack of recreational skills and interests which could carry them through pressures and strains inherent in modern living, and whose basic vigor, stamina, and physical framework are not equal to the task?

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Educational Research at U. M.

► University of Michigan faculty members are conducting sixty-eight research projects in education ranging in cost from $300 to $93,000. In all, thirty-nine faculty members are involved in this research, according to Howard Bretsch of the U.M. Committee on Educational Research. Individual projects include: (1) a comparison between the reading, writing, and spelling achievement of English, Scottish, and American children; (2) use of automation in the high-school principal's office; (3) a national survey of current tax-fund financing of higher education; (4) development of an aptitude test for automobile mechanics; (5) the introduction and spread of teaching innovations; and (6) a study of children's social and psychological development.

MEN *in education*

The Doctorate in Education

The president of Emporia State Teachers College makes some pithy comments on the recent AACTE inquiry into the doctorate in education.

By JOHN E. KING

DURING the last seven years the American Association of Colleges for Teacher Education, working through its Studies Committee, has dug up, examined, and presented for consideration facts concerning the doctorate in education which will be of interest and concern to every Phi Delta Kappan.

This AACTE Studies Committee accomplished its mission or inquiry through a Subcommittee on Faculty Personnel headed by Dean Harold Moore of the University of Denver. Of great help to the AACTE in getting the inquiry off the ground was the greatly beloved Dean Bernie Dodds of the University of Illinois, whose untimely death at first cast a shadow on the inquiry, and then was a source of inspiration to all in finally getting it done.

The inquiry was divided into two studies, the results of which were published by the AACTE in two volumes. Volume I is *The Graduates,* prepared by Laurence D. Brown and Marlowe Slater. Volume II is *The Institutions,* prepared by Harold E. Moore, John H. Russel, and Donald G. Ferguson.

These volumes, hot off the press, plus a conference working paper edited by Wilbur A. Yauch, provided the scheme for a Conference on the Doctorate in Education sponsored by the AACTE with Carnegie Corporation financial assistance at the Edgewater Beach Hotel in Chicago on May 2, 3, and 4, 1960. Invited to this conference were representatives of the ninety-two higher education institutions offering the Ph.D. or Ed.D. in this country as of that date, plus officials from related organizations and agencies including Phi Delta Kappa, the American Council on Education, regional accrediting associations, the Research and Higher Education Divisions of NEA, the American Association of Universities, and others. Also invited were representatives of twenty-seven colleges and universities planning to develop new doctoral programs in education by 1970. One hundred fifty invitations were sent and 137 representatives were in attendance.

The conference participants—graduate deans and college of education deans, working professors, and others—were divided up into peer groups and attacked a series of questions concerning past, present, and future developments bearing on the doctorate in education. Delivering an address titled "Graduate Education Today" was Bernard Berelson, whose book of the same title published last fall by McGraw-Hill is reviewed in this issue of PHI DELTA KAPPAN. The conference discussions, addresses, and reports were carefully recorded and summarized and have been published in the following volume by the AACTE with Carnegie Corporation assistance: Volume III, *Conference Report,* edited by Wilbur Yauch.

Each of these volumes may be obtained from AACTE Headquarters, NEA Building, Washing-

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ton, D. C. In case there is a run on them by Phi Delta Kappans, I believe the Studies Committee will arrange a reprint. Being a Phi Delta Kappan myself, I know it is useless to adjure PDK'ers to do anything, or believe anything. Therefore at this point I will merely point out that if you have a doctorate in education, have decided against getting a doctorate in education, are contemplating same, or even if you are an A.B.D.,* these three volumes will fascinate you. Read them!

Presidents, deans, and department heads interested in employing professionals having the doctorate in education will get great help from reading and studying these three volumes. I have used mine continually. They haven't helped me to locate anyone, or to do a better job of selecting the best individual within a covey of applicants. But they have helped me to become an authority in Kansas on why certain prospective staff members with the doctorate are not available and where not to look for them.

Much new information was revealed in the study reported in Volume I, *The Graduates*. Of the ninety-two institutions granting the doctorate in education during the period covered by the study (September, 1956, to September, 1958), only one refused to participate. The lists of names of graduates from the ninety-one participating institutions totaled 3,375 individuals. The number of usable responses for the Study Committee inquiry was 2,542. This was the sample. The Ed.D. was awarded to 1,677 of these individuals and the Ph.D. to 865—two to one in favor of the Ed.D.

Recipients of the doctorate in education during the two-year period 1956-58 represent about 18 per cent** of the total number of individuals receiving doctorates in all fields in the United States during that time. Teachers College, Columbia University, with 419, and New York University with 222, accounted for approximately 25 per cent of the degrees awarded. It is food for thought that during the period covered by the inquiry, one of each six doctorates in education in this country was obtained at Columbia University. Furthermore, twelve of the leading institutions in terms of production volume accounted for 1,374 —more than 50 per cent—of the doctorates awarded. These institutions, in addition to Teachers College and New York University, included: Indiana University, Stanford University, University of Southern California, Pennsylvania State University, Ohio State University, University of Michigan, Harvard University, George Peabody College for Teachers, University of Minnesota, and University of Pittsburgh. Looking at the production frequency distribution from the other end of the scale, it was noted that the lowest twelve of the ninety-one instituitons supplying data produced only a total of nineteen doctorates during the two-year period, an average of less than one per year.

Quoting from the report:

> The ratio of males to females in the sample was approximately four to one (79.7 to 20.3 per cent) . . . a significantly higher proportion of women taking the Ph.D. than the Ed.D. degree . . . some major fields seem to attract greater or lesser numbers of women than other fields. . . . For example in administration only 6 per cent were women; in social foundations, 12.7 per cent; and in secondary education, 16.2 per cent . . . in curriculum, 37.4 per cent were women; in practical arts, 34.6 per cent; in elementary education, 33.1 per cent. These figures should be evaluated relative to the growing view that women constitute a pool of talent not yet sufficiently exploited.[1]

Half of the recipients were 38 or 39 years of age or older at the time of receiving their degrees. One-fourth were 44 or 45 years of age or older. One-fourth were 33 or 34 years of age or younger. Ph.D.'s averaged about two years younger than the Ed.D. group.

Large cities produced 29.9 per cent of the total group. Villages and rural areas of less than 2,500 population produced 29 per cent. Below is reproduced Table 6[2] showing the major fields of study of the recipients.

When population resources are considered, several states seem to be over-producers of education doctorates. For example, Kansas, ranking twentieth in population among the states in 1920, was twelfth in actual contribution of births to the sample. Nebraska was thirty-first and fifteenth respectively, Iowa sixteenth and seventh, and Utah fortieth and twenty-third.

Among respondents, 62.8 per cent of the fathers and 63.3 per cent of the mothers had not finished high school (at least as of the date the respondents received their doctorates).

Table 35,[3] reproduced below, gives some indication of the motivation of the respondents as they themselves understood and identified it.

Some material factors contributing to making

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* This abbreviation, in graduate school jargon, means "All But Dissertation."

** Other fields and percentages include: psychology 6.4, biological sciences 12.6, social sciences 12.4, physical sciences 18.5, engineering 7.2, agriculture 3.5, English-journalism 3.7, religion 3.2, mathematics 2.8, others 11.4.

[1] Volume I. *The Graduates*, p. 11.
[2] *Ibid.*, p. 10.
[3] *Ibid.*, p. 29.

TABLE 6. DISTRIBUTION OF PH.D.'S AND ED.D.'S BY MAJOR FIELDS

Major Fields	*Ph.D. Per Cent*	*Ed.D. Per Cent*	*No.*
Special education	36.0%	64.0%	50
Administration	14.2	85.8	621
Curriculum	19.1	80.9	115
Physical education	25.2	74.8	107
Practical arts	32.8	67.2	128
Social foundations	57.1	42.9	63
Subject areas	31.1	68.9	164
Mathematics or science education	48.1	51.9	77
Educational psychology	76.5	23.5	149
Secondary education	18.2	81.8	99
Elementary education	23.1	76.9	130
Higher education	26.8	73.2	71
Guidance	35.8	64.2	173
Clinical psychology	87.8	12.2	98
Student personnel administration	25.0	75.0	44

the doctoral program possible, as envisioned by the respondents, are shown in Table 37.[4]

The median length of time spent in completing a doctorate was sixty months, with a mode of 99 or more months. Financing and housing constituted serious problems in many of the cases. The G.I. Bill was the financial resource most commonly used by the graduates, with 41 per cent of the respondents listing it as a resource. Thirty-five and four-tenths per cent of the respondents had to interrupt their program at one point or another for some reason.

In Volume 2, *The Institutions,* other facts of considerable interest to Phi Delta Kappans were revealed.

Of the ninety-two institutions which granted doctoral degrees in education during the period of study, fifty-six were publicly controlled and thirty-six were privately controlled. Eighty-one of these colleges and universities participated by furnishing information about their doctoral programs.

Of 3,116 graduates from the eighty-one participating institutions, nearly one-third were produced in the State of New York alone, while eight states failed to produce a single graduate.

ONE DEGREE OR TWO?

COMPARISONS between Ed.D. and Ph.D. degrees were possible by means of the data gathered. Quoting from the published study:

> . . . the data did not reveal as much differentiation between the two degrees as traditional statements of purposes would have indicated. . . . Analyses of requirements for the degrees did, however, reveal continued emphasis on the classic differences—the foreign language and the dissertation requirements. On the whole, the Ph.D. has retained either the traditional emphasis on two foreign languages or some more flexible foreign language requirements, while the Ed.D. candidate has generally been exempt from any such requirement. It is worth noting, however, that several Ed.D.

[4] *Ibid.,* p. 30.

TABLE 35. PERSONAL MOTIVES, BY LEVELS OF IMPORTANCE, IN THE DECISION TO ENTER THE DOCTORAL PROGRAM

	A Significant Motive		*The Most Significant Motive*	
Personal Motives	*Number*	*Per Cent*	*Number*	*Per Cent*
Desire to work with college students	675	26.6	168	6.6
Desire to specialize in a given field	773	30.4	210	8.3
Desire for prestige	846	33.3	61	2.4
Desire for advance in rank	816	32.1	98	3.9
Desire for new knowledge	1312	51.6	363	14.3
Desire to increase earning capacity	1159	45.6	141	5.5
Desire to remain well qualified in a field	1047	41.2	348	13.7
Desire for new type position	653	25.7	193	7.6
Other—specify				
A desire to aid in the growth of the profession as a whole, some specific phase of it, or some problem in it	54	2.1	39	1.5
Other	90	3.5	68	2.7

TABLE 37. MATERIAL FACTORS WHICH MADE THE DOCTORAL PROGRAM POSSIBLE, BY LEVELS OF IMPORTANCE

Material Factors	*A Significant Factor*		*The Most Significant Factor*	
	Number	*Per Cent*	*Number*	*Per Cent*
Unexpired "GI Bill"	533	21.0	512	20.1
Awarding of a scholarship, fellowship, etc.	490	19.3	262	10.3
Savings	724	28.5	142	5.6
Leave with pay	209	8.2	86	3.4
Gifts or inheritances	93	3.7	38	1.5
Other—specify				
Wife able to work	139	5.5	99	3.9
Could work concurrently with program	218	8.6	134	5.3
Employed at university	125	4.9	73	2.9
Grants or awards	22	0.9	13	0.5
Loans	53	2.1	31	1.2
Investment income	11	0.4	8	0.3
None or nothing	94	3.7	8	0.3
State benefits	25	1.0	6	0.2
Other	111	4.4	53	2.1

programs have the irrevocable requirement of at least one foreign language, while a few Ph.D. programs have moved toward the practice of permitting graduation without any foreign language requirement, depending on the candidates' individual needs.

Only two Ph.D. programs permitted deviations from the traditional dissertation requirement, as compared to fourteen Ed.D. programs which permitted field study reports, professional creative productions, or essays on educational topics in lieu of the formal dissertation.

There was some indication that the Ed.D. degree tended to be more structured in its form, and, in some instances, more demanding in its requirements. For the Ed.D. degree, more course hours were generally necessary . . . with regard to admissions requirements, the Ed.D. degree tended to be more demanding.

On the other hand, preferred maximum age limitations were more frequently stated for Ph.D. programs . . . the Ph.D. candidate was more frequently required to enroll in cognate work.[5]

Random excerpts at large from this study include the following:

Public institutions were noticeably more structured in their approach to programming aspects of doctoral study than were private institutions. . . . Private institutions appeared to be somewhat more recruitment-conscious and were perhaps less troubled about financial subsidization of doctoral study in education. . . . Housing availability seemed to be more of a problem to the private institutions.

Private institutions tended to be somewhat more restrictive in terms of stating a briefer maximum period of time permitted for culminating doctoral study . . . private institutions appeared to be less stringent in regard to stating a specific period of full-time residence.

. . . the institutions that produced the most graduates during the two-year study period exemplified more liberal administration of degree programs. High producers tended to be less stringent with regard to residence, the requirement of cognate work, and the undergraduate grade-point average. Also, high producers had considerably more assistantships available.

The general picture of financial support for the doctoral student was not an encouraging one. Only about one-half of the institutions reported availability of long-term or emergency loans. Less than a third reported use of the extended payment plan. Twenty-one institutions reported no form of direct financial aid available for doctoral students.

In 80 institutions there were 1,600 assistantships available in education; . . . 71 of these were not filled at the time of the study.

The most frequently estimated reason for dropouts was "inadequate personal financing." Next in frequency were "inadequate scholarship" and "excessive demands on time devoted to non-course duties."

The five most frequently reported recruiting practices were: (a) faculty and other personal contacts; (b) publications; (c) scholarships, fellowships, and assistantships; (d) personal letters; and (e) reliance on reputation and alumni.[6]

In Volume 3, *The Conference Report,* Bill Yauch has done a capable, thoughtful, and honest job of reporting the sincere deliberations of the 137 conferees mentioned above who met at the Edgewater Beach Hotel in May, 1960. As a member of the Studies Committee, I had a fairly

[5] Volume 2, *The Institutions,* p. 73.

[6] *Ibid.,* pp. 74-77.

good seat at the conference and have had a chance to study the unexpurgated recordings of the peer group meetings as well as the general conference reports.

IF we are to assume that the graduate schools and colleges of education now producing the doctorate in education are to be held responsible during the next ten years for producing an adequate supply of doctoral-trained manpower to meet the needs of this country, we have considerable to worry about. Getting ahead of the Russians in the space program is a simple problem compared with getting graduate schools, especially privately controlled ones, to focus on such a problem. Any mention of the word quantity at the conference brought forth many pious statements to the effect that this might endanger quality, which must never be sacrificed no matter what the manpower needs of the country might be. Fortunately, every institutional representative was able to state that the standards and quality control procedures in his institution at the time of the conference were simply tops. It was most reassuring to realize this, just as it would be reassuring to the Commander in Chief of our Armed Forces to know that even though we may lose a war, we will maintain high standards for entrance to West Point.

Also, if we assume further that another responsibility of graduate schools and colleges of education is to wring all withers to see that properly qualified doctoral candidates somehow have adequate financial support, housing, and encouragement to complete doctoral studies within a reasonable length of time, unoppressed by slave teaching assignments or specified routine research projects, there will have to be some changes made, if the next ten years see this assumption verified.

Nevertheless, there are many things to be cheerful about in looking ahead. Some of the great private universities seem to be deeply concerned about the two kinds of responsibilities stated above. Columbia's example is inspiring. Such state-supported institutions as Michigan State, Indiana, Arizona State at Tempe, North Texas State, and the University of Arkansas appear to be alive to this particular challenge of our times. There is also every indication that during the next ten years from twenty-five to fifty additional institutions will initiate doctoral programs based on the manpower needs of the state in which they are located, and with sensitivity to the needs and problems of the doctoral candidates. Perhaps from these new producers of doctorates there will come the most effective shot in the arm for increasing the output of qualified doctorates to meet the needs of the country.

There is, also, the possibility that from twenty-five to thirty sound higher education institutions which have been producing a modest number of doctorates may see fit to add to their production by 50 or even 100 per cent during the next ten years.

THIS is a good time for a competent young man or woman deeply interested in teacher education with a reasonable amount of public school teaching experience to decide to go on for a doctorate. It will be to the advantage of this person to read carefully the three publications mentioned above. He should, also, investigate not just one but several institutions offering the doctorate.

He should not be dazzled by the prestige of an institution. He should consider most carefully the requirements of the field in which he is interested, along with the existing supply and demand factors. He should consider connecting possibilities with other fields. He should consider himself —carefully.

He will find that somehow the opportunities for qualified persons to engage in doctoral study will be greatly improved during the next ten years.

He will find that an increasing all-hands effort will be made in the next few years to shorten the length of time involved in doctoral study for most candidates. He will continue to find that in order successfully to pursue doctoral study he will have to be as willing as an Oklahoma[7] football player to pay the price of continued effort and to follow a painstaking quest for professional and intellectual development.

By 1970 adequate production facilities will have been developed in U.S. graduate schools *or elsewhere*[8] to provide enough capable doctorate holders to staff our teacher education faculties. There will be many others available to man many fine positions in the public schools, where the Ph.D. and the Ed.D. will no longer be rara avises. The quality of these doctoral recipients will be as good—probably better—than it is now.

In the words of the Carnegie report: "It now appears that circumstances will force at least a partial resolution of some of the issues."[9]

The prospect for the doctorate in education through 1970 looks bad. But it is really better than it looks.

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[7] As of 1956-58, the period covered by the study. For later years, substitute Kansas.

[8] Possibly at such places as Columbia in the Congo.

[9] The Education of College Teachers, a summary of a discussion by the trustees of the Carnegie Foundation for the Advancement of Teaching, reprinted from the 1957-58 Annual Report, p. 11.

An insightful summary of the whole range of recent developments in educational technology and their meaning for teachers and teaching.

Technology and Education

By HENRY C. RUARK, JR.

ADVANCING technology is forcing better organization everywhere, and education is no exception. Probably at no other time has the American educational system undergone as agonizing a period as that in which we work; there is a continual clamor for change, a demand for action arising from one simple fact:

Education has been too slow to meet the changing demands of the modern world.

Three accelerating forces can be identified as major causes of the stresses and strains so easily observed:

1. *Rising birth rates, leading to rising enrollments.*
2. *Expanding knowledge in many fields, with its modifying effects on the curriculum.*
3. *Advancing technology and its influence on the instructional process.*

The effects of these three forces are inescapable facts of modern educational life. We can do little about the first. The others demand from us, first, professional efforts to understand what is happening, and second, action as educational leaders to make certain that the inevitable impact is made to serve well our long-held educational objectives.

In 1869, Thomas Henry Huxley spoke out on the scientific education of his day. He said:

> As industry attains higher status in its development, as its processes become more complicated and refined and competition more keen, the sciences are dragged in one by one, to take their full share of the fray; and he who can best avail himself of their help is the man who will come out uppermost in that struggle for existence. . . .

Huxley made his statement in the midst of the First Industrial Revolution, which was the product of inventive genius.

In 1960, Admiral Hyman Rickover spoke out on education. He said:

> Because we do not fully comprehend the changes brought about by the rise of totalitarianism and technological progress, we continue to think and act as if we were secure. . . . We forget that technology has wiped out distance as a factor in war.[1]

Rickover made his statement in the midst of the Second Industrial Revolution, which is the product of scientists and technicians. The admiral points out that we no longer have a real choice between policies of political isolation as against involvement in world affairs; neither do we have a real choice between policies of economic isolation as against involvement in world markets.

The admiral, characteristically, failed to point out that the technology which has brought these political and economic changes has also brought just as sweeping advances in communication, and has created potential changes in the instructional process which may well wipe out many present-day limitations on learning, including those he often cites in arguing that not every American should be afforded opportunity for self-development to whatever level he can attain. It is thus valid to say, perhaps, that we may no longer have a real choice between policies of the past in education as against involvement in the development demanded by the modern world.

It is generally conceded that there is a twenty-five to fifty year lag between initiation of an educational idea and its widespread acceptance in practice. What many persons, both in and out of education, fail to realize is that we are living in an era of fantastic change. This is a fact, one that we must understand and live with, but even constant repetition does not convince everyone.

This educational lag simply cannot be tolerated any longer. It cannot be tolerated because, like it or not, education has become our first line of defense. We neglect it at our peril, not only as a

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[1] Hyman Rickover, "Your Child's Future Depends on Education," *Ladies Home Journal*, Oct., 1960, pp. 98-102.

bulwark against atomic destruction, but also as our sole determining force to shape the world as we believe it must be shaped, if free men are to remain free to pursue the goals about which we dream.

New concepts of what constitutes education for competent citizenship today, new methods and materials of instruction, new demands for different and increased teaching skills are crowding in from every side.

Developments in communication have revealed great potentials for making the instructional process more effective and more efficient; among the many tasks demanded of us today, perhaps none is more urgent than assessing the role of new educational media in improving instruction.

Educators could not ignore these developments, even if they wished to do so. The child who comes to school today is not the same child who came to school yesterday. He is substantially, although subtly, different; the impact of change in the world, brought to him through his communication experiences, makes him so.

Today's student pays a price for his new knowledge. His experiences are to a large degree secondary and vicarious, rather than primary and direct; much of his new knowledge is neither profound, meaningful, nor accurate. Selectivity necessarily exercised by the media, imperfect absorption by the learner, and other factors too often lead to distortion and misunderstanding.[2] But education must build on the foundation laid by these communication experiences, and in the process correct and extend these learnings.

The instructional process is the heart of education, of course, and instructional materials can give shape and substance to the curriculum, control its content, and vitally affect the teaching-learning process. Reexamination of communications developments has greatly extended the meaning of the term "instructional materials." A few decades ago, the "older" medium—print—was supplemented by "audio-visual" materials such as motion pictures, filmstrips, slides, radio, and disc recordings. These materials appealed to both the visual and auditory senses and offered teachers a splendid means for enriching and accelerating the learning process. More recently, "newer" new media—audio and video tapes, language laboratories, educational television, and teaching machines —have revealed still other instructional potentialities.

Two Major Trends

As these media are used more and more widely, not only for enrichment and acceleration but also for basic instructional communication, two major trends are evident. One is toward mass instruction, wherein learning experience takes place in larger groups, utilizing many basic media of communication, with some emphasis on projected still and motion pictures or educational television. The second is toward individualized instruction—learning experiences on a "machine and me" basis—with heavy emphasis, even basic dependence, on automated devices such as the language laboratory and the teaching machine.

The impetus for these developments comes in large part from a currently strong interest in developing new curriculum materials in a number of subject-matter fields, and an equally strong drive towards better utilization of staff and student time.

It is significant that major subject-area studies use the new instructional media to up-date subject matter. For instance, new instructional materials of many types are being prepared by the School Mathematics Study Group at Yale, the Biological Sciences Curriculum Study at the University of Colorado, the Wayne State University Modern Foreign Language Project, the Physical Sciences Study Committee at Massachusetts Institute of Technology, and the National Science Foundation.

The 'Packaged Course'

A corollary development arising from this basic concern with curriculum and content is the "packaged course" concept, exemplified by series of films now available in physics, chemistry, biology, and mathematics. Some series are the result of film recordings from television classes based on the "master teacher" concept, bringing to mass audiences highly skilled presentations by a subject authority. Still other materials, designed to deal with attitudes and appreciations rather than skills and knowledge, are being produced to exploit the recognized powers of the motion picture in this field.

National interest in better utilization of staff and student time is reflected by the development and widespread use of "team teaching" and other new approaches. Decrying the "manpower waste" in the schools, the Fund for the Advancement of Education has embarked on many experiments in utilization of teacher and student time; most revolve around use of group instructional tools and materials. Thus we see the overhead projector and the motion picture used with groups of 250 or more, or the classroom use of televised instruction to bring the same program at the same or different times into classrooms in a whole school district, a whole state, or even a whole region. This approach is usually coupled with small-group and individual work for other aspects of learning.

It is evident that mass use of the newer instructional media reflects the basic concepts of mass production, the "newly traditional" answer in our Western world to all problems involving the same quantity-quality dilemma: "Standardize it, make it quickly, use machine tools, produce in huge quantity—and distribute widely."

But education deals with the most plastic of materials—the human individual. The same "machine tools" of educational technology which make possible this mass approach may also, it is now evident,

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[2] See Educational Policies Commission, *Mass Communication and Education*, The Commission, National Education Association, 1958, pp. 60-74.

create individualized instruction, in some cases self-instruction, and permit a very near approach to the time-honored Socratic or tutorial situation, involving each student in close contact with a patient and untiring teacher who draws out correct and carefully sequenced responses to skilled and probing questions. The teacher, of course, is really the person or persons who program the content material for whatever machine is used to present it.

This second trend, toward individualized instructional instrumentation (to adopt technologically-oriented language!) has been organized on an ascending scale of sophistication by Dr. James Finn: individual reading pacers and similar devices; individual viewing and listening equipment for existing slides, filmstrips, motion pictures and recordings; language laboratories of all types; specifically programed printed materials such as scrambled textbooks, programed texts, etc.; and true "teaching" machines of the Skinner and Pressey type.

Teaching Machines Everywhere by 1964?

Programed material presented through automated devices and "teaching" machines represents a dramatic instructional innovation. It has been said that "the trouble with teaching machines is that they either sound like robots and scare everybody, or they sound so innocuous that nobody realizes they are revolutionary." But it has also been said that "the development of a successful machine that will teach a person the complex of interlocking symbolic and verbal knowledge which is the mark of an education is equivalent to a general theory of learning and teaching."[3] Dr. Eugene Galanter, author of this statement, predicted in 1960 that teaching machines would begin to come into general use in education within four years.[4]

The program is the heart of the machine technique; the machine serves only to control presentation of the program, to prevent students from cheating, and in some cases to record student learning rates and errors.

Today there are literally dozens of teaching machines of varying degrees of complexity and automation; most reflect either one or a combination of two basic approaches to the organization of learning materials into a program.

Whatever the program, it takes the form of either multiple choice responses or constructed responses. Very rarely are these two combined, since each represents a different viewpoint of the learning process. In a multiple choice program, the learner chooses one of several responses. After he has committed himself, the machine reveals whether or not his choice was correct. If correct, he can go on to the next step; if not, he must choose another response until he discovers the correct one. In a constructed response, the learner writes or builds his response by manipulation of the machine. Again, he is immediately informed of correctness and can proceed only if his constructed response is accurate.

In both types of programs, cues, prompts, or hints can be used to further guide the learner. Proponents of the multiple-choice form (Pressey, Crowder) insist that some errors are natural and necessary; advocates of the constructed response (Skinner, et al.) try for "errorless" learning, with such small program steps ("frames") and liberal use of cues and prompts that the student is not allowed to make an error. The latter method is sometimes designated a "linear" program, since it moves the student straight ahead in a carefully guided line which is the same for all learners, except for rate of progress "down the line." The test of ability is not the degree to which a concept is understood but how quickly it has been grasped. For example, if such a program is truly valid and effective, while the average youngster is moving along in electronics and the slow learner is dealing with Newton's Laws, the gifted may be moving well into nuclear physics.

Branching off the main line onto a sidetrack and back again is possible with the multiple-choice approach. If a student's responses show that he is confused, he can be branched off through a succession of smaller and simpler steps until he demonstrates full and complete understanding, at which point he is brought back to the main line again. Or, if he demonstrates by rate and choice of responses that he has a background for certain learnings, he can be branched around a part of the main line program and moved ahead to more complex learnings.

Branching programs are sometimes called "contingent" programs, since the sequence of the program is contingent at all points upon the student's last response. Contingent or branching programing normally uses multiple choice responses which facilitate automatic scoring; place little emphasis upon step size or cueing; assume that a student should be allowed to make mistakes; and provide the potential of different remedial instruction for different types of errors.

Skinner and the 'Constructed Response'

Skinner at Harvard is adamant in contending that the constructed response is the only way to make sure the student is not merely identifying the most likely response, while advocates of multiple choice response and branching see advantages in a more natural and more flexible learning approach.

There is no definitive evidence to support one school of programing over the other at present. It appears likely, however, that in cases where there is strong internal logic in a subject, or where close adherence to a sequence is desirable for other reasons, Skinnerian linear programing offers real advantages. There are other learning objectives where it may be

[3] Eugene Galanter, "The Ideal Teacher," *Automatic Teaching*, Wiley, 1959, p. 1.
[4] Eugene Galanter, "The Mechanization of Teaching," *Bulletin of the National Association of Secondary School Principals*, April, 1960, p. 304.

desirable to allow the learner to go his own way, so long as his performance meets acceptable standards; for instance, he can do so in areas where there are no unequivocally "right" answers, such as problem-solving situations in the social studies.

A third position on programing suggests that it should be linear where possible and branching where necessary, with assessment made of the learner's performance after a sequence of frames. At this point a judgment would be made, either by the machine or the student, to continue in a small-step linear program if the student has made many errors, or to branch ahead if he has made few errors.

Programs can be presented on paper as sheets or notebooks or as scrambled or programed texts; or on film, as motion pictures, filmstrips, microfilm, or slides. The paper forms, often less expensive, are usually expendable in use; film forms, although more expensive originally, can be used for many students and are adaptable to presentation of visual and auditory stimuli.

Research in the new media, stimulated by the tremendous upsurge in interest throughout the educational system and supported by large numbers of grants from foundations and from Title VII of the National Defense Education Act, is rapidly adding to our knowledge of specific capabilities, of differential applications, and of integration of these new materials and media. These significant new findings are being reported widely in the educational press and will be even more widely disseminated through federal and other channels. Added to the large body of experience and research already available to us, there seems little doubt that the result will be a broad response throughout our school system.

Another major factor is the support for new media of instruction specifically included by definition within the scope of special equipment and materials to be acquired by schools under Title III of the NDEA. Many states report a heavy emphasis on basic media resources in local district applications. For example, just before the passage of Title III the U. S. Office of Education reported just over sixty language laboratories in public schools; within the first two years of Title III programs the count shot up to well over 500 and has been growing larger ever since. One Western state estimates that at least 20 per cent of total expenditures under Title III are going into printed supplementary and basic audio-visual materials. Other states have reported similar experience.

Potential Great, But Future Fuzzy

There appears to be little doubt that these new media of communication are potentially powerful educational forces, that utilization of instructional technology both in the classroom and increasingly in the home is probably inevitable, and that education can be made more effective and efficient if these new tools of learning are widely and wisely used.

In a society increasingly characterized by technological advances, the shape of education in the coming years is certainly neither distinct nor fixed. Some persons who study current trends see tomorrow's classroom characterized by automated instructional methods; others have some reservations about mechanizing the instructional process.

Not Merely AIDS to Teacher

A significant point often overlooked is that the new media can no longer be regarded merely as *aids* to the teacher. Since they now store and disseminate subject matter in ways never achieved before, they are performing functions which were for a long time the exclusive domain of the teacher. The media can now illustrate, discuss, analyze, present content, form concepts, and build generalizations; they can even systematically prescribe areas for continued student inquiry.

These newly programed capabilities of the new media force a reformulation of the conventional role of the teacher in the classroom. Just as industry discovered that it could not attain present high production flows without major changes in the organization and employment of human effort, so will education require development of similar major changes before the true potentials of present-day and future technological devices can be achieved. The teacher will no longer be principally a communicator, presenting facts, constructing concepts, and guiding skill development; increasingly, the teacher will work with individual students on a tutorial basis, directing their learning and using machines for much presentation and routine exposition, pointing out further resources, and encouraging the student to accept increasingly higher levels of responsibility for his own educational growth.

Not everyone agrees with this view of things to come; some who are skeptical about the desirability of mechanizing parts of the instructional process, or question its value, call attention to the highly experimental nature of some of the newer devices and point to the almost total absence of learning theory undergirding use of these newer media. One author says that we seem to be witnessing a movement toward a learning theory based on an "automatic" model of man, and fears that modifications of educational goals and procedures may subvert "ultimate" or "eternal" values. Others decry the large financial investment and costs of maintaining new media, especially highly technical systems such as are required by various forms of television. Some fear that democratic values, such as the worth of the individual, may be lost amid the technological devices.

Still others are concerned that mechanization may bypass the essential elements of learning, such as readiness and motivation; that it may deny the student the social developments to be gained through contact with human instructors; and that it may lead to regimentation and a degree of curriculum rigidity such as we have never experienced.[5]

[5] Gene C. Fusco, "Technology in the Classroom," *School Life*, March-May, 1960.

Those who advocate full use of the new educational media maintain that technology can offer the overworked classroom teacher relief from some routine, repetitive presentations of materials and that, since much of the information-dissemination part of teaching would be done by mechanical devices and teacher aides, the professional teacher would be released to serve as a sensitive guide for the learner. They maintain that the student would thus take greater responsibility for his own learning, and that the teacher would be freer to use her critical and creative talents to individualize instruction still further.

This is the 'Systems Approach'

One author foresees still another development in classroom technology: a combination of the media for mass instruction with the media for individual instruction, to create a true "systems approach" in education. This demands thorough analysis and long-range planning; application of personnel, machines, and materials to the point of saturation of the instructional situation; and complex interplay of control and concentration of effort, on the basis of feedback of information from all stages of the process-flow within such an organized learning system. This would demand the application to education of the new "operational research" patterns which attempt to strip a problem down to its bare essentials, create a mathematical model of it, and then solve for the best answer. Methodologies from other sciences are also used in this type of analysis for planning purposes. As an example, the producer of a film series for a certain course and the manufacturer of a teaching machine might together develop a teaching machine program of multiple-choice response items, based on the material presented in the films. The films might be projected hourly on closed-circuit television, and students would work under program assignments with machines located in individual instruction spaces throughout the school building.[6]

Proponents of the application of the new media emphasize that no new technological break-through is needed to bring about the instructional transformation they envision; the present state of the communication arts makes the so-called "automated classroom" possible today.

Regardless of the enthusiastic hurrahs of proponents, or the equally vocal skepticism of the critics, it appears that instructional technology is here, and that it is here to stay. It also appears evident that no *one* of these technological developments will completely resolve our continuing quantity-quality dilemma. We will have to integrate and combine a variety of teaching-learning methods, materials, and devices to buttress our attack on educational problems as they exist, and we will probably need to provide for more effective individual counseling and guidance than ever before.

It would seem that the issues of classroom use of the new media will revolve around the same old problems of organization, staff, space, finance, and program with which we have become so painfully familiar.

Overseeing the media and machines in the classroom and controlling the flow of materials and programs will certainly require a growing body of specialists highly skilled in materials and resources. Such specialists will perhaps be based in an instructional materials center combining the facilities of the present school library and audio-visual services with the addition of small-group and individual learning spaces and the facilities demanded by local production of unique learning materials. They will be key personnel in a developing team of educators and sub-professional aides.

In many ways, the new media will demand more of the teacher than he has yet been asked to give. Finding out what a pupil's response to a stimulus actually is has never been an easy part of the teacher's task; and it will be even more difficult if the child spends any of his time learning from a technological device. The teacher will have to work more closely than ever before with the individual pupil to discover what effects the new methods are having on his attitudes and emotions.

Given the context of automated teaching, it becomes all the more vital for a teacher to discharge distinctly human responsibilities, too. If the values of a democratic society are to be preserved, the teacher must concentrate even more earnestly on responsibilities of developing the full potential of every child by stimulating his imagination, broadening his vision, stretching his powers to build his confidence, and helping him to appreciate the ideas of democracy.

New Buildings Are Required

The new instructional program probably cannot be effectively administered in conventional school buildings, and efforts to design them to accommodate the new media are already under way. Total flexibility of instructional spaces probably cannot be built in; expense may be too high, and acoustical difficulties may be too great. Above all, tomorrow's needs are impossible to foresee. On the other hand, the administrator cannot close his eyes to rapid changes in instructional technology and the modifications in instructional spaces that will be needed. It is obvious that some practical guidelines are badly needed, and they are being provided through various publications, one of the best being a Title VII research project recently completed under the direction of Dr. Amo De Bernardis of the Portland (Oregon) Public Schools.[7]

Financing is always a major concern in education, of course. It has been estimated that although

[6] James D. Finn, "Technology and the Instructional Process," *Audio-Visual Communication Review*, Vol. 8, No. 1, Winter, 1960.

[7] Amo De Bernardis, et al., *Planning Schools for New Media*. Division of Education, Portland State College, Portland, Ore., 1960.

a simple type of teaching machine can be built for $20, the production of the manuscript for a single program on that machine, say in arithmetic for one semester, will probably cost as much as $50,000. The installation of a sophisticated language laboratory can cost thousands of dollars, as can the purchase of just one among the many film series being offered. Costs of an in-service TV system range from several thousand dollars to more than $250,000. Clearly, instructional technology, although it will probably improve the instructional process, will certainly increase the operating costs of the schools.

But is cost to be the deciding factor? Many who advocate use of instructional technology in classroom teaching maintain that to use skilled teachers for the routine aspects of teaching, even though they can carry out the tasks for less than the machines will cost, is to waste precious human abilities and qualities. Educational technology promises to provide the teacher with greater opportunities to perform more creative functions, for more sensitively human ends. Can our society afford not to make the very best and most productive use of its greatest resource, its human materials?

Cost Is NOT the Question

Perhaps the difficult question is *not* how much will the new media cost, but how we can best use them to upgrade the teaching-learning process through more significant learning experiences to such an extent that the cost factor becomes secondary.

After all, we are the nation which has traditionally faced the problems of providing the greatest educational opportunity for all to move towards the highest goals of which they are capable. Difficulties, costs, and dilemmas are not new to us.

We have left to the last a key question—that of programing and control. It is always poor programming, rather than the medium itself, which must bear the brunt of criticism in any discussion of the new media.

Teachers have had relatively wide latitude in selecting textbooks for a given subject field. Even if a text is not entirely satisfactory, creative teachers can supplement it with reference and resource books. In selecting audio-visual materials, teachers have been somewhat more restricted. High production costs and the limited market (until very recently) have made it difficult for a manufacturer to produce films, filmstrips, recordings, and the like at a low unit cost. The enormous cost and the centralization demanded in planning and designing materials for the new media inevitably raises the question of curriculum control. The preparation of motion pictures, TV programs, audio tapes, or teaching machine programs requires the services of highly specialized persons and the outlay of large sums of money. Such materials are revised only at great expense, and this barrier to flexibility has alarmed some persons who see a possibility of "freezing" the curriculum once an investment in these materials has been made by the local school district. Others point to the danger that a national curriculum might materialize; or that agencies not accountable to the public for their actions could produce standardized instructional materials in package form that could not easily be modified to meet the needs of local school districts. The same concern about the possible weakening of existing curriculum control always arises in connection with large television programs such as the state, regional, and airborne projects now underway.

It would appear that the answers to these problems are yet to be developed, but that the problems themselves vary only in degree and complexity from similar problems long ago faced in education. It would appear that we may expect somewhat similar solutions to be developed. One basic principle learned from experience with the new media does emerge: New media, just as other teaching materials, must be under the control of the teacher, who should select them for the unique contribution they can make to the teaching-learning situation as it exists in the classroom, for a particular group of learners. Basic principles underlying all good teaching and learning apply to the newer as well as the older instructional materials.

Administrators must first of all ensure that the purposes and goals of education in a democratic society will be protected and preserved; maximum development of each pupil must remain the basic goal of any instructional program; and the purposes of education as revealed in the instructional program of local school districts should determine which instructional tools will be used and how they will be used.

I think we can agree that the influence of technology on education emphasizes the words of Whitehead, who said: "It is the business of the future to be dangerous."

Certainly technology is now making the future course of instruction capricious and hazardous. If we would be leaders for education, we must look forward, and not present what Herbert Muller has noted as "the curious spectacle of civilized man forever marching with his face turned backward—as no doubt the cave man looked back to the good old days, when men were free to roam, instead of being stuck in a damn hole in the ground."[8]

The good old days of education are gone, too. The days of the future will be what we make of them.

[8] Quoted in Finn, *op cit.*

► A careful and complete "Response to the San Francisco Curriculum Survey" has been worked out by the Garden Grove, Calif., Elementary School District. Copies can be obtained from District Superintendent O. A. Peters, 11412 East Stanford St., Garden Grove, Calif., for 30 cents each.

The Case for CENTRALIZATION

By WILLIAM KOCHNOWER

IN the past ten years or so our country has attempted with increased vigor and dedication to improve the educational opportunities offered to youth. Yet the lag between the goal and the actuality remains considerable. I submit that our efforts have been largely fruitless because of a fragmentation of authority, a scattering of resources so that no one cohesive plan of action has materialized.

The task of providing a more flexible program which recognizes individual differences has been properly one of our prime concerns. As a result we have witnessed a multitude of experiments and proposals affecting all phases and grades of the educational enterprise. We are inundated by articles taking varying positions on such topics as the value of pre-school education, team teaching, machine teaching, multiple track teaching, advanced placement, summer programs, and early admission to colleges—to name only a few.

Many voices are urging that additional courses be added to the curriculum in order to expand our offerings to the gifted student. Thus, for example, a sequence in language or chemistry is added in the elementary grades. A course in advanced mathematics or poetry or comparative government is created in the twelfth grade. These courses, differing in purpose and content with each school system and even within the same school system, fail to provide a common thread of scope, continuity, or direction; moreover, they are frequently duplicated in the freshman year of college. Public education in this country is beginning to take on the character of a patchwork quilt.

Must we not finally realize that our educational program, generally geared to the great common denominator, cannot be patched to provide for comprehensive service to either the slow or the gifted student?

Let us look at the results of these frantic efforts. Presented with a wide variety of suggestions, often inconsistent or irreconcilable, local district personnel face the necessity of becoming familiar with massive quantities of current research. This alone is no small task. Moreover, the decision to incorporate a new program may produce a chain of problems. For example, incorporation of language study in the elementary schools involves organization of a course of study, selection of students, reduction of time presently allotted to some other subject area, acquisition of books and supplies, evaluation. Continuity for this program must be provided through the twelfth grade if its true value is to be tested. This entails many and serious adjustments, the recruitment of additional teachers, and the problem of winning over a critical community keenly aware of rising school costs. A local school board, composed of lay members, must be thoroughly convinced before embarking on such a course. Where is the evidence on which to judge with confidence? Evaluations of such efforts are few and isolated. They differ in their details, and conclusive proof of success based on extensive follow-up studies is largely lacking.

It is reasonable to assume that the local district, confused by a myriad of choices, will cling desperately to the comfort of the familiar. Because of the difficult and time-consuming problem of evaluation and the lack of centralization, the development of new programs will be slow and costly.

Parents—and students, too—are often reluctant to be part of an experimental program. For example, the honors program in the secondary school is likely to meet with resistance. Bright students are reluctant to surrender their position of eminence in a regular class in order to compete with other bright students. They fear that their grades will decline and that the distant college of their choice will not recognize their select status. And this is too often true. Colleges which screen applicants on a national basis cannot know intimately the conditions of the local schools and they cannot properly evaluate the many diverse

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programs. It is in a similar haphazard manner that we award scholarships. We exhibit the same inconsistency displayed by separate governmental units when they treat the problems of depressed areas!

Are most of our frustrations the result of the great emphasis we place on decentralization and on autonomy for the local school district? Is it not time to re-examine the doctrine that democracy is threatened as soon as centralization of educational research and influence is considered? If so, then let a central agency or regional agencies be instituted—free from political domination, to be sure—but let there be direction!

Without it we shall continue to lack educational opportunities in some areas, provide inferior education in others, and countenance needless confusion, waste, duplication, and stagnation in all areas. If, as is generally agreed, the future well-being of our nation, its position in the world, and the peace and progress of this planet are related to the mobilization of our educational resources, let us not commit this mobilization to chance.

The Real Value of Team Teaching

► "Enthusiasm for new ideas and innovative practices should not gloss over the problems and difficulties involved in the use of instructional teams. The assumption that a teaching team can achieve a result greater than that which will be achieved by each member of the team working alone is unsupported at the present time. After summarizing a number of descriptive reports of team-teaching projects, Cunningham concluded that there is little evidence for expecting that teaching teams will increase pupil achievement.[1]

"Teachers who have been members of instructional teams have raised a number of important questions and issues. Is the time and energy required to coordinate and control the variables for which the instructional team is responsible worth the possible effect of these variables on student achievement? Is the success of team operation dependent upon congruent value systems and compatible personality characteristics of its members? Should teams be formed hierarchically with an appointed leader, or should a team be federally organized with each member having equal status and decision-making responsibility?

"The value of the team experience, as reported by teachers,[2] seems to be primarily one of professional growth and stimulation. . . . As a form of in-service training, the instructional team may well have few peers."

—*Robert E. Ohm, in* Administrator's Notebook, *March, 1961*

[1] Luvern L. Cunningham, "Team Teaching: Where Do We Stand?," *Administrator's Notebook*, April, 1960.

[2] Robert Hanvey and Morton L. Tenenberg, "University of Chicago Laboratory School, Chicago, Illinois, Evaluates Team Teaching," *Bulletin of the NASSP*, January, 1961.

No Unanimity on Spanking

► There is still no unanimity on the "judicious use" of corporal punishment as a disciplinary measure in elementary schools. The NEA Research Division found in a recent poll that 72 per cent of teachers favor its use and that 22 per cent do not. The others have no opinion. Among high-school teachers, 58 per cent favor corporal punishment while 35 per cent oppose it.

California Wrestles with Certification

► California's legislature stopped writing new laws on the training and credentialing of teachers and began studying the problem in 1953. But as late as May 1 of this year no final decision had been reached.

Everyone agrees that the state now has too many types of credential (forty-one), and contending parties in the current debate would cut the number down to five. But neither the Fisher bill, backed by Governor Edmund G, Brown, nor the Bee bill, backed by the California Teachers Association, had won sufficient support for enactment as of May 1.

The Fisher bill would largely shift determination of how teachers should be prepared from professional educators to the legislature. Among its aims is more academic training for teachers, defining this as "the natural sciences, the social sciences (other than education and educational methodology), the humanities, mathematics, and the fine arts." It demands a "major" and a "minor" in these subjects, but does leave to the State Board of Education determination of what constitutes majors and minors.

One provision of the Fisher bill which particularly galls some schoolmen is denial of the right to become principals, supervisors, or superintendents to anyone who lacks an academic major. A physical education major, even if his education were virtually the equivalent of premedical training, as it sometimes is, would be excluded.

The CTA-backed Bee bill, introduced by Assemblyman Carlos Bee, a teacher by profession, recognizes the difficulty of writing strict requirements for teacher training into law. It also recognizes that there is a special need for competent teaching methodology, particularly at the elementary level. Its main distinguishing feature is that it would leave to the professionals determination of minimum standards for each of the areas of teaching specialization.

Is Turn About Fair Play?

► What would the Catholic hierarchy think if adherents of birth-control should move to repeal the Hill-Burton Act unless birth-control clinics are included in every federally-supported hospital?

BOOKS

for leaders

Running the Gamut in Educational Philosophy

PHILOSOPHIES OF EDUCATION, edited by Philip H. Phenix. New York: John Wiley & Sons, Inc., 1961. 137 pp. $1.90. Reviewed by Irwin Widen (Lambda 1546, Nu Field), *master teacher,* Jirka School, Chicago, and *lecturer in educational philosophy,* Indiana University.

THIS book, which is based on a series of filmed programs produced for the National Educational Television and Radio Center, contains statements by thirteen leaders in American educational thought. Each of these authors, in the editor's opinion, "has become a leading exponent of a distinctive viewpoint which is sufficiently reflective and fundamental to be designated in the broad sense as a philosophy of education." The authors and their outlooks are the following: H. Gordon Hullfish, "An Experimentalist View of Education"; Harry S. Broudy, "A Classical Realist View of Education"; Florence B. Stratemeyer, "Education for Life Adjustment"; Arthur Bestor, "Education for Intellectual Discipline"; Arthur T. Jersild, "Education for Psychological Maturity"; Ernest M. Ligon, "Education for Moral Character"; Merrimon Cuninggim, "A Protestant View of Education"; Robert J. Henle, "A Roman Catholic View of Education"; Eugene B. Borowitz, "A Jewish View of Education"; Russell Kirk, "A Conservative View of Education"; Theodore Brameld, "A Reconstructionist View of Education"; Harold W. Stoke, "Education for National Survival"; and R. Freeman Butts, "Education for Freedom."

As the editor points out, the philosophies treated in these chapters "do not by any means exhaust the field. A great many other systems of value and belief could have been chosen instead." The thirteen that are included, however, are "representative of the main varieties of positions from which educational policy making in America proceeds."

Concerning the "logic of arrangement for the chapters," the editor explains:

> The first two chapters present the main two basic philosophic orientations, Experimentalism and Classical Realism. The next four represent views of education which center around the individual—Life Adjustment and Psychological Maturity are akin to Experimentalism, and Intellectual Discipline and Moral Character belong more to the Classical Realism tradition. The last four chapters represent dominantly social rather than individual emphases, with Reconstructionism and Freedom (which follow in the Experimentalist line) ranged opposite Conservatism and National Survival (which are generally in the Classical Realist line). The three religious views occupy a position intermediate between the individual and social emphases. With such an arrangement, an alternation of what may very roughly be called "liberal" and "conservative" viewpoints is secured.

As the editor himself would be the first to affirm, this book's plan of organization is but one of several that might logically have been used. For example, the 1942 yearbook of the National Society for the Study of Education—a volume also entitled *Philosophies of Education*—uses the categories of Experimentalism, Realism, Idealism, Mortimer Adler's Aristotelianism, and Catholicism. While the reviewer does not here attempt any assessment of the relative merits of these classification plans, he does suggest that Professor Phenix's book has been conceived with expertness and is highly appropriate for the critical study of the educational problems of today.

Were this book to consist merely of essays by the thirteen authors, it would be a substantial enough contribution to the literature, for the views of these persons are certainly worthy of serious attention. In actuality, however, the value of their discussion is considerably enhanced by the manner in which the chapters are structured. Each chapter is introduced by an editorial comment designed to place the philosophy in historical perspective. This is followed by a quotation selected to epitomize the viewpoint. Next comes the exponent's statement of his position, after which typical critical questions are raised and answered. Then follows a description of an illustrative situation, to which the author proceeds to react. The chapter is concluded with the author's suggestions as to what might be done to put the philosophy into effect. Like the much-advertised cigarette, this little volume is indeed firm and fully packed.

The editor states that the book "is offered as a modest contribution to the encouragement of philosophic reflection on educational issues by the concerned lay public." Regarding this statement the reviewer would suggest two amendments: (1) that the book's contribution is much more than modest, and (2) that the book can be read profitably not only by laymen but also by a great many professional educators. This is a significant book for those who realize that philosophic understanding is more needed than is debating glibness; and because of its conciseness and relative simplicity this is a good book for those who are busy and for those who are practical. Busy and practical educators should give heed to the words with which Professor Brameld concludes his chapter:

> It is no contradiction to say that there are times when the most practical thing a teacher or any

other student of education can do is to become theoretical. The need for theoretical study of educational issues by teachers and by parents is imperative if we are to build strong education in the United States and in the world.

Comparative Education In Fascinating Form

THE SCHOOLS, by Martin Mayer. New York: Harper & Brothers, 1961. 446 pp. $4.95. Reviewed by Stanley Elam (Pi 1246), *editor,* Phi Delta Kappa publications.

DON'T be misled by the *Time* review. *Read it!* That's the advice of this reviewer, after browsing a little further into Martin Mayer's *The Schools* than the *Time* reviewer apparently did.

One of the ironies of our profession is that teachers themselves are unlikely to have much knowledge of schools in this and other countries, despite all the to-do about overemphasis on "education" courses.

Here is a student of economics and music—and a former editor of a fact-detective pulp magazine—who in thirty months of reading and visiting has absorbed enough of the fact and spirit of education in America, England, France, and the Scandinavian countries to write a book that will fascinate educators and intelligent laymen alike. It just might sell as well as his *Madison Avenue, U.S.A.,* whereupon we would like for him to do a study of, say, the medical profession.

There is no better way of presenting the flavor of the book and the astuteness of its author than to quote a few passages. These were chosen almost at random:

"When a teacher really has to put something across, she tends to rely on the oldest of instructional devices: her own voice. There are exceptions everywhere—especially in Britain. But there is one blanket statement which can safely be made about the world's schools: the teachers talk too much." (p. 8)

"In intelligence (as measured by tests) teachers tend to be well above the national average and significantly below the average of college or university graduates. Secondary-school teachers everywhere measure brighter as a group than primary-school teachers. There is some reason to believe that the median intelligence of teachers in America is lower than that of teachers elsewhere. In the 1953 *Year Book of Education,* the British psychologist P. E. Vernon, now head of his department at the Institute of Education at London University, reported that nine-tenths of British teachers were drawn from the top fifth of the intelligence distribution, while Dael Wolfle's Commission on Human Resources found only half the American teaching staff in that top fifth. (These figures may merely reflect a bias in British intelligence tests.) It is nonsense, however, to believe (as many do) that teaching fails to draw its share of the best minds. Of the fifteen hundred "genius" children studied by Terman in 1921, 10 per cent of the women and 4 per cent of the men were working in education on the primary or secondary level at the time of the last investigation in 1955." (p. 19)

"The talk about 'professional growth' so solemnly mouthed at all conventions of teachers is not just propaganda for the graduate departments of teachers colleges—it is a reflection of the occupational neurosis, the fear of shrinking to the size of one's students. The long vacations, the sabbatical leaves, the distressing eagerness for Culture with a capital C—all are necessary decompression chambers for the teacher out of her classroom." (p. 21)

"In the United States and Britain, by and large, teachers have played no appreciable role in national leadership. Probably as a reaction to this political failure of the teachers as individuals, educators in both countries, but especially in the United States, have urged a remarkable and hopeless doctrine that the schools, as institutions, should lead the community." (p. 25)

"Officials of the National Manpower Council are forever warning of the danger to the nation in the inefficiency of selection by the schools. . . . But there would be an even worse danger in a selection process so efficient that everyone with a natural talent for leadership moved into the professional and managerial class. The British Navy, during the last war, deliberately left in the ranks a fraction of those who scored best on its intelligence tests, so that seamen would have quality leadership from among themselves. A democratic society *needs* first-rate talent in every social stratum. Certainly, children should be encouraged to advance educationally as far as they can—but those who don't wish to spend their adolescence squirming in an academic net should be let go not merely with good grace, but with a sigh of relief. 'Excellence,' again, especially in its we-must-lick-the-Russians aspect, can produce results its promoters have not even begun to envisage.

"The sort of society that could result from current emphases, here and in Britain, is brilliantly described by Michael Young, formerly research director of the British Labour Party, in his futurist satire *The Rise of the Meritocracy*—surely one of the half-dozen most important books published in the 1950's." [See review, November, 1959, KAPPAN.]

"There are men of great personal and intellectual distinction teaching education. Any faculty in any field of study would be proud to number among its members men like Lawrence Cremin and George Bereday of Teachers College, Alan Griffin of Ohio State, Edwin Hirschi of Utah, UCLA's George Kneller and Evan Kieslar, Harvard's Robert Ulich, John Carroll, Israel Scheffler and Judson Shaplin, NYU's William Brickman and Louis Raths, and many others. And there are men of little quality

teaching academic disciplines in every university. On the average, however, it is true to say that the academic professors, with many exceptions in the applied sciences and some in the social sciences, are educated men, and the professors of education are not. From the opposite point of view, Hugh Spier, dean of the school of education at Kansas City University, says that 'professors of education are usually practical people, while academic professors are idealists.' " (p. 416)

In his concluding chapter, "Envoi," Mayer admits that "it is really impossible to write about the schools. Teachers and children, parents and administrators, critics and professors—all obstinately refuse to behave in that neat statistical manner which can validate a commentary. The damnable difficulty is that all those connected with schools insist on behaving like people. 'All you have to tell me about a man is that he's human,' said Mark Twain; 'you can't say anything worse.' " (p. 425)

This book will be berated and admired, quoted and castigated, depending upon the bias of the reader. But it cannot be lampooned and it cannot be ignored. Mayer has done an honest job of "action research." He is a highly competent reporter and he is a first-rate thinker. He visited about 150 schools and spoke privately with more than 1,500 people involved in one way or another with the education of the young. He claims to have read forty or fifty linear feet of books and an uncounted weight of periodical literature. We believe him. He adds, "I would not say that my preparation was sufficient, but 6,000 pages of notes are all the file will hold; and there comes a time when a man who writes for a living must sit down and write his book."

We think he has done a more honest job of homework than most teachers can find the time to do.

School Administration, Stoops-Rafferty Style

PRACTICES AND TRENDS IN SCHOOL ADMINISTRATION, by Emery Stoops and M. L. Rafferty, Jr. Ginn and Company, 1961. 329 pp. $6.75. Reviewed by Earl Hanson (Beta 1250), *superintendent of schools,* Rock Island, Ill.

WHEN I was a buck private back in 1918, I used to dream of how nice it would be if after the war I could be a straw boss and have on my gang a certain first lieutenant who was giving me hard times. That never happened, but I was asked to review a book written by a couple of fine writers who do to me what the scrappy Irishman did to a fellow who displeased him, "I give ye the back of me hand." You see, Stoops and Rafferty, a little gently, but with some irony, brush me with the back of their hand on page 401. (You might well buy the book and look it up.)

Seriously, though, this is a "school" book I read with pleasure. Its style is simple and lively; its vocabulary carefully avoids "that scholarly odor"; but the book itself, I think, is "scholarly"; certainly it's useful.

As I checked the table of contents, I couldn't think of any practice or trend worthy of being included which had been left out. I believe the authors correctly describe present practice; I think that their reporting of good practice is sound; and I'm sure their calculation of trends is generally well based and reasonably prophetic.

Of course, I don't agree with everything in the book. There are two areas where I dissent strongly.

First, I object to the feeling, or the philosophy, if you will, which seems to underlie Chapter 19, "The Preparation and Certification of Teachers." I agree with much of what the authors say and recommend; but I think they underestimate seriously the improvement which has taken place recently in the quality of teacher education programs. I think they have not observed accurately what has been happening. Colleges have stiffened the screening of students, they are cleaning out duplications of subject matter, and they are organizing teacher education programs into sound hierarchies. These changes, I am convinced, are in general turning out fine teachers who are also good scholars.

In this I speak from my place as chairman of the National Council for the Accreditation of Teacher Education, now in its sixth year. Our visiting teams, composed of reputable scholars, make clear that serious attention is now given in colleges to the terrifically important responsibility of selecting good teacher material and in developing it into good professionals.

Further, I feel that the authors haven't much faith in the great body of American teachers. They acknowledge that teaching is an art, but they forget that teaching is a "calling" too, like the ministry. Artistry plus "call" makes for Horace Manns; but strong, sturdy yeoman strength and good intelligence plus "call" make for hundreds of thousands of effective and devoted teachers. I don't think that the authors see that point; or, if they do, they don't accept it.

My feeling about teachers also causes me to disagree with much of the authors' feeling about salaries and salary scheduling as expressed in Chapter 21. I don't quarrel with most of what they say about salary schedule formulas and the need to pay professional salaries to attract high human talent. In general, salary committees will secure much help from this chapter. I do not agree, however, with their sharp advocacy of salary differences on so-called merit factors, which the authors admit are subjective. Stoops and Rafferty accuse the dissenters of hypocrisy. They say, "Administrators are guilty of . . . hypocrisy on this question, especially when one considers the ease with which they (administrators) select their 'best' teachers for P.T.A. programs and for demonstration before distinguished visitors." (See p. 401.) I don't think the authors

looked deeply enough. For such occasions, the administrator doesn't really search out his "best" teacher. He searches for his best platform personality, his best actress, the one who is prettiest, the gal with the strongest sex appeal.

Stoops and Rafferty sniff at the knotty problem of art by saying that "If an artist does our portrait in oil, and does it well, we pay him immediately upon the completion of his appointed task; we do not wait for a generation to reward his labors on the grounds that his art pieces will land in the major museums of our country." (Page 403) That's true in terms of the size of the fee, but it's not even half true in terms of *really* paying in line with what is good or bad art. You see, the size of the commission will largely be determined by the success of the artist in flattering his client. The history of art is full of people who made a lot of money and lived high while they painted, but whose paintings are now happily gone; and it is full of true artists who lived on crusts and who shivered in garrets but whose paintings are immortal.

The current popular but responsible and acute modern philosopher, Sydney Harris, wrote an awfully good column on this point not long ago. He pointed out that teaching salaries have to be established upon an objective base rather than subjective because teaching, like painting, is an art. He pointed out that we want the best art, in painting and teaching, but can't properly assess it. We also want thousands of good teachers for millions of children, and the only way we'll get them is to pay professional salaries. Thereby we attract to the profession sturdy, intelligent people of good will, of which there are many. (I might add that the artists among us are not the ones who are clamoring most vociferously for so-called merit salary schedules.)

Not Dramatic, But Eminently Sensible

THE TORCH LIGHTERS: TOMORROW'S TEACHERS OF READING, by Mary C. Austin, Coloman Morrison, Helen J. Kenney, Mildred B. Morrison, Ann R. Gutmann, and J. William Nystrom. Cambridge: Harvard University Press, 1961. 191 pp. $1. Reviewed by ARTHUR HEILMAN (Alpha Alpha 1112), *director,* University Reading Laboratory, the University of Oklahoma.*

THIS book reports a study financed by a grant from the Carnegie Corporation and sponsored by the Graduate School of Education of Harvard University. The two major stated purposes of the study are: (1) To learn how colleges and universities in the U.S. are now preparing tomorrow's teachers of reading; (2) to suggest recommendations for improving that preparation. However, the study and the authors' recommendations were not confined to these areas. Other topics discussed include admission policies, total curriculum requirements, specialized education courses required, practice teaching programs, and screening policies of teacher training programs. In fact, a good portion of the report is devoted to these and other topics.

Data for the study were secured by questionnaire and by personal interview. Seventy-four institutions were visited by the research team and questionnaire data were secured from some 450 other schools which prepare teachers. The report includes some twenty-five tables of value to individuals interested in teacher-training practices in the area of reading.

Perhaps the best way to assess the merits and the contribution of the study is to evaluate the twenty-two recommendations which stem from it. Of that total, eight are concerned with student teaching, four deal with miscellaneous topics, and ten relate specifically to teacher preparation in the area of reading. In a review such as this it would be impossible to summarize the rationale for, or quote verbatim, the recommendations which cover some eighteen printed pages. However, in condensed form, those relating to student teaching include that students in practice teaching: (1) be observed by their college teachers of reading; (2) be scheduled on a full day basis; (3) be assigned not more than two to a supervising teacher; (4) observe in grades other than the one they are teaching; (5) have a longer student teaching apprenticeship or return for additional college course work if serious weaknesses in preparation are noted; (6) be competent to teach upon successfully completing student teaching. Furthermore, there should be closer liaison between college and public schools sponsoring practice teaching; and supervising teachers should be recruited, trained, and certified by colleges and receive some remuneration for this service.

Included in the miscellaneous recommendations are the suggestions that elementary majors be permitted or *encouraged* to elect a field of concentration other than elementary education and that students should be inculcated with a sense of pride in teaching. The students under discussion are prospective *elementary teachers.* The point is not made clear how respect for elementary teaching is inculcated when these students are encouraged to take a major *other* than elementary education. Assuming a strong case might be made for this recommendation, it nevertheless weakens this study, because here it seems to rest on *a priori* reasoning rather than on experimental evidence.

There is reason to hypothesize that this study suffers from the attempt to cover too much ground and to cope with too many problems. The result is that the central theme—the teaching of reading—suffers. The recommendations which relate specifically to teacher-training-in-reading are:

> Senior faculty members (in the area of reading) should teach at least one undergraduate course in reading.
>
> Instructional techniques for the intermediate grades

* Mr. Heilman is author of *Principles and Practices of Teaching Reading,* a textbook brought out this year by Charles E. Merrill Books, Inc.

should be included in the reading course. (The reason this is slighted now is that not enough time is allocated to reading instruction.)

Phonics should not be overemphasized. Students should be exposed to a variety of opinions on significant issues in reading.

Instruction should stress phonic and structural analysis.

Prospective secondary school teachers should take a course in reading instruction.

Colleges should offer in-service training courses for administrators, supervisors, and cooperating teachers.

Reading instruction should be revitalized through the use of the case study method, tape recordings, films, and directed observations.

Prospective teachers should become familiar with research and professional journals.

Experimental research should be initiated in the area of critical reading.

The last remaining recommendation merits close scrutiny. It says "that the class time devoted to reading instruction, whether taught as a separate course or integrated with the language arts, be equivalent to at least *THREE SEMESTER HOURS CREDIT*" (emphasis added).

It is puzzling how this recommendation could emerge from the study. Throughout the study the point is emphasized that all of the important facets of reading—theory, techniques, relevant research, beginning, primary, and intermediate reading—cannot be taught in the time now allotted in the teacher-training curriculum. Yet this recommendation embraces almost exactly what is now the practice.

The important fact is that there is a vast body of knowledge in the field of "teaching the young to read." There is much sound theory and a myriad of equally sound practices, procedures, and approaches. There are known relationships between "growth" and growth in reading, between emotional adjustment and success in reading, between interests and the extent of children's reading. Learning how to teach the complicated symbolic process of reading will not be accomplished in three semester hours. We do not assume competence to teach any other subject following such superficial acquaintance with the knowledge which makes up the field.

The foreword to this study, written by Francis Keppel, dean of the Harvard University Graduate School of Education, contains a statement by John W. Gardner (president of the Carnegie Corporation, which financed the study): "Some subjects are more important than others. Reading is the most important of all." If one embraces this premise, as this reviewer does, *The Torch Lighters* turns out to be somewhat of a disappointment. The teacher of reading will find little in this report with which to disagree. Unfortunately, there is little over which to become enthusiastic. This is no clarion call to install reading as the most "important subject" in our schools. The recommendations break little new ground—all have appeared in the professional literature during recent years. This, of course, does not weaken their validity. Perhaps this study, in giving these suggestions a research basis, will add some impetus to their eventual wider practice.

Again returning to the foreword, this report "holds close to the line of argument that better teaching of reading will emerge as the result of better quality of teachers and better programs of teacher preparation. This is not a particularly dramatic notion, but it has the great advantage of being sensible."

The Unique Problems Of Adult Education

Burton R. Clark, ADULT EDUCATION IN TRANSITION: A STUDY OF INSTITUTIONAL INSECURITY, Berkeley and Los Angeles: University of California Press, 1956; and THE OPEN DOOR COLLEGE: A CASE STUDY, New York: McGraw-Hill, 1960. Reviewed by Richard O. Carlson, *senior research associate*, Administrative Science Center, Univ. of Pittsburgh.

IT has just been recently that people-organizations have been examined as organizations. With people-organizations, one of the most important factors is the existing link between organization and client. Selected, non-selected, voluntary, and non-voluntary clients are some of the variables involved in the link. Out of the four types possible, using these variables, Clark's work deals with one type in one kind of institutional setting. His two volumes tell us much of what is known about organizational problems in educational institutions having *unselected-voluntary* clients.

Both in *Adult Education and Transition* and *The Open Door College*, the analysis takes the whole organization (adult education in the Los Angeles public schools and the San Jose Junior College) as the unit of study. The basic concern is the search for pressures within and without the organization to which the organization adapts, the forms of this adaptation, and its organizational consequences.

The argument in the case study of adult education goes like this: The goals of adult education are diffuse and open-ended, and vary greatly with time and place. Hence wide discretion in program-making is possible. To exist, adult education must create a clientele; one is not ready-made. Once created, the clientele must be held, for participation is voluntary and can be withdrawn at any time. Survival of the organization depends on the extent to which a clientele can be created and held. Added to this is the notion that the status of adult education is marginal; its security depends upon acceptance from the regular public school system.

These are the pressures to which adult education has adapted. The emergent organizational character is one of service. That is, the organization responds, it does not initiate. Among the consequences for the

organization are these: Administrators search out consumer preferences and fit the programs to their desires. Classes are co-sponsored. The co-sponsoring agencies get involved in or control such matters as course publicity, course content, securing teachers, and evaluating class results. The student body takes a position of dominance over the professionals, determining what courses will be taught, where, and when, and which teachers will be hired and retained.

The Open Door College is a case study of the first four years of the existence of the San Jose Junior College, and is cut from the same cloth as *Adult Education in Transition*. Again the center of interest is the way in which the organization adapts to pressures from its environment.

The major forces shaping the junior college in question include its administrative setting in a local public school district and the fact that most of its clients, though unqualified, wish to pursue a four-year college education. Thus the college of necessity gives a great deal of attention to the handling of "latent terminal" students. Clark ably describes and analyzes the "cooling out" process and function of the junior college and indicates how it is better prepared than the four-year colleges to deal with students who are told by society that a college education is their birthright, but who are not academically able to achieve a four-year college education. This involves a detailing of curriculum, admissions policy, the movement of students through the college, counseling programs, and student aims, abilities, backgrounds, and destinies. Clark points out that the junior college resembles a secondary school more than it does a four-year college.

These two volumes are important for two reasons. One is that they give us insight into the problems and character of educational organizations having unselected-voluntary clients. The other is that they serve as extremely admirable examples of a mode of analysis of organizations.

Berelson and Graduate Education in the U. S.

GRADUATE EDUCATION IN THE UNITED STATES, by Bernard Berelson. New York: McGraw-Hill, 1960. 346 pp. $6.95. Reviewed by Harold E. Moore (Alpha Sigma 829), *director,* School of Education, University of Denver, and William R. Sincock (Zeta 1580), *coordinator of graduate studies.*

IN any review of graduate education in the United States, it is difficult to generalize from the multitude of unique doctoral programs offered by the many institutions in the ever-increasing areas of concentration in which such degrees are offered. Dr. Berelson is to be commended for having been relatively exhaustive in the details from which his text is built, but even more for the insights he has demonstrated in drawing generalizations from those details. This is not to say, however, that his report is without weaknesses.

Basically, Berelson has analyzed purposes, institutions, students, and programs at the graduate level, both as they exist today and as they have changed over the years. He clearly points up the familiar controversy regarding the nature of the Ph. D. degree within the total structure of graduate education. His recommendations are somewhat startling and will probably serve as foci for considerable controversy. Although his arguments are well documented and are developed with some degree of logic, they leave these readers with the feeling that he has deliberately turned his back on the equally valid arguments for tailoring individuated programs at the doctoral level. The tone of the Berelson recommendations is evident in these words, which he uses often: "enforced," "tightened," "regularized," "systematized." Many educators, including these reviewers, will take exception to the Berelson point of view.

Aside from the conclusions reached, the report raises questions regarding the feasibility of an attempt by a single researcher to do so comprehensive a job. Many broad generalizations lose their meaning when applied to specific areas of study in a given institution. Berelson has made a determined effort to present facts accurately. But when he combines data from numerous sources and indicates that the result is the image of graduate education, the scholarship and purpose of the study are shadowed. The Berelson generalizations are somewhat in contrast with more specific studies of the doctorate in given areas, such as the one on the doctorate in education by the American Association of Colleges for Teacher Education.[1] Perhaps the difficulty lies in attempting, on a one-man basis and in a single volume, a job more suited to commission study.

Despite these inevitable shortcomings, usually found in any study of this nature, the writer does a workmanlike job in dealing with the broad range of problems involved in graduate education. The technique of providing a continuing set of comments and conclusions is helpful and refreshing. Parts of his "Conclusions, Commentary, and Recommendations" section deal realistically with improvements in existing programs. However, it would have been interesting to readers if Berelson had dwelt more on the basic role of graduate education as related to the total structure of a rapidly changing world rather than rely so heavily on trends suggested purely from history.

Certainly this report should be part of the library of any person interested in the improvement of graduate education in the United States. It is hoped that some day it may be supplemented or expanded by other studies which will take the directions which were not, and probably could not be, examined by Dr. Berelson.

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[1] American Association of Colleges for Teacher Education, *The Doctorate in Education,* Volume I, *The Graduates;* Volume II, *The Institutions.* Washington, D. C., 1960.

The Progressive Movement

THE TRANSFORMATION OF THE SCHOOL, Progressivism in American Education, 1876-1957, by Lawrence A. Cremin. New York: Knopf, 1961. 387 pp. $5.50.

This book presents a rich background for judging what, how, and whom the schools ought to teach. It locates the origins of the progressive movement, relates progressivism in education to progressivism in politics and social thought, and follows the movement through its heyday in the Twenties and Thirties to its collapse after World War II.

Restructuring a Culture

EDUCATION FOR THE EMERGING AGE, Newer Ends and Stronger Means, by Theodore Brameld. New York: Harper & Brothers, 1961. 224 pp. $5.

"Education can and should dedicate itself to the task of reconstructing a culture which, left unreconstructed, will almost certainly collapse of its own frustrations and conflicts." Brameld enlarges upon this theme, first stated in his *Ends and Means in Education* ten years ago.

Equal and Excellent

EXCELLENCE, Can We Be Equal and Excellent Too?, by John W. Gardner. New York: Harper & Brothers, 1961. 171 pp. $3.95.

What are the conflicts in the important concepts of equality and excellence? Can they be reconciled? Gardner has some challenging answers, and they are required reading for school leaders as well as for citizens interested in the schools.

An Educational Toy For the Modern World

► "Last month, a friend of mine went into a toy store to buy a toy for his young son. After a quarter of an hour's browsing his eye lit on a fascinating gadget—colorful plastic circles and loops that were marvelously intertwined. He played with it for a bit, then timidly approached a saleslady.

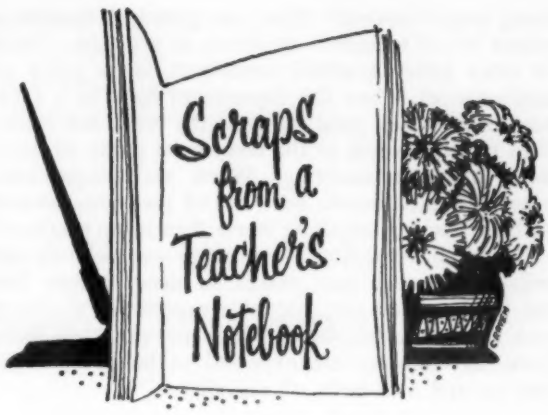
" 'Pardon me, ma'am,' he said, 'could you tell me what this is?'

" 'That, sir,' she answered, 'is an educational toy.'

" 'Yes,' he persevered, 'but I don't understand it. I can take the pieces apart, but I can't fit them together again.'

"The saleslady smiled benignly. 'Exactly,' she said. 'No matter how you fit it together it never comes out right. It's to teach the child to adjust to the modern world.' "

—Told by Abraham Ribicoff, secretary of Health, Education, and Welfare



By DON ROBINSON

How many members of your social studies faculty have ever held public office or served a political party? How many of your English teachers have ever edited or written anything for publication? Have your science teachers worked in industry or in research laboratories? Have they done anything to create or operate the scientific side of our culture? Have the art teachers ever created anything artistically significant?

In short, have your teachers been successful practitioners of the arts and sciences they teach? If not, how can they successfully teach them? There is something bizarre about our system of taking young people straight from college and making full-time teachers of them at the same time that we boast of teaching reality, adjusting to life, functional education, etc.

* * *

The tendency of democracy to encourage mediocrity is well-known. However, when we see it happening in the schools we tend to blame progressive education. In other words, the difficulties of democracy can be tolerated in the adult world, but not in the schools.

* * *

Some people resist the idea of granting children much freedom because of the lusty tradition that freedom must be won or earned. There is much to be said for the notion that freedom is worth little unless it is freedom from something, from some previous condition of servitude or discipline. It is part of this notion that the weak and the foolish must submit to the strong and the wise.

* * *

Are we Americans really such an unprincipled and self-seeking people, or are we only more self-critical than some? Such phrases as *sauve qui peut* and *caveat emptor* remind us that looking out for Number One is not an American invention.

* * *

When the teacher gives the neighbor's child an unearned passing D instead of the failing F, is he

being unprofessional? When the principal engages a school board member's daughter as a teacher ahead of other better qualified candidates, is he guilty of malfeasance? When the department head in a business firm gives a good rating to the boss's son rather than risk the wrath of the boss, is he guilty of more than justifiable toadying? When the congressman votes for uneconomic pork barrel measures, should he be accused of anything worse than being practical?

Thank heavens for the prestige our schools still enjoy, a prestige that makes so many people find the first two acts unpardonable even when the latter two are condoned. Schools are still expected to be pure, as churches are expected to be pure, above the normal standards of morality.

* * *

Even some of our vaunted new audio-visual techniques are not as new as we thought. In 1904 the midshipmen at the U. S. Naval Academy celebrated the end of the academic year by rolling their Spanish language records down the long corridor of Bancroft Hall to watch them smash against the end wall.

* * *

And in 1918 the entire student body of the Henry Clay Elementary School in Williamsport, Pennsylvania, remained terrified for months over the unconfirmed report that the principal had installed an electric paddling machine. The effect of this report was every bit as potent as it would have been had the mechanical monster actually existed.

* * *

It is not always possible to induce learning in a room where thirty different standards of behavior are tolerated, so the standard must *sometimes* be the same for all, although it might be unreasonable for some. This is not necessarily regrettable. It is frequently reasonable to be unreasonable. As the runner may practice with lead weights on his feet, the student should be burdened with over-demands, so that after the normal relaxation from the imposed standards he will still maintain acceptable standards. Overlearning is as necessary with behavior as with academic knowledge. In both areas it has been a too-frequent victim of the over-emphasis on reasonableness.

* * *

The key to effective discipline is the emotional tone in which the discipline is dispensed. If the teacher is clearly happy about high standards and about her role in maintaining them, she will succeed in transmitting this spirit to her charges. If she is tormented by her responsibility for maintaining standards—impatient, unpleasant, and carping—she cannot succeed. For though the standard may be acceptable the attitude is not. Students will more readily accept unreasonable standards imposed by a reasonable person.

And of course part of growing up is learning how to live with unreasonable people. The child may be able to learn only from lovable teachers; he is not a man until he can learn also from hateful teachers.

* * *

Each person determines the meaning of his own life as he interprets the vast Rohrschach blot that is the universe. If one lives primarily for some uncertain future fulfillment, he continuously postpones experiencing the full significance of living.

* * *

Art and science can sometimes commingle, as in architecture, but basically they represent different attitudes. Art seeks *a* view; science seeks *the* view.

* * *

The classroom teacher seldom sees tangible evidence of success. He must interpolate, into the apparent successes of his students and the apparent appreciations they and their parents display, the assumption that he has contributed to their growth. The drama coach sees a play successfully produced, the football coach sees a game successfully played. But the history teacher can see only faint glimmerings of enthusiasm awakened and relationships understood.

No Relief Seen from Over-Crowding, Half-Day Sessions

► The "realistic new supply" of teachers being graduated from the nation's colleges this year totals about 102,000, with approximately 58,000 going into the high schools and about 44,000 into elementary schools, according to the Fourteenth Annual National Teacher Supply and Demand Report released by the NEA Research Division on April 26.

This number will just about account for replacements and expanded enrollments. It will not make possible any relief from overcrowding and half-day sessions, the addition of needed educational services, or the replacement of unprepared persons.

While the distribution of newly eligible candidates among the high-school teaching fields remains out of balance with the needs, the trend for the past three years has been favorable, says the NEA. An increasing proportion of the new supply is in the fields of greatest shortage. The gain in foreign language teachers is greatest, up 26.5 per cent from last year; in new math teachers, 18.2 per cent; science teachers, 15.9 per cent; and English teachers, 14.7 per cent. All are above average increases.

The imbalance in the division between high-school teachers and elementary teachers, noted over the past five years, is further extended. Although elementary outnumber high-school positions by about eight to five, more teachers are preparing for high school than for elementary posts. One-fourth of the present 850,000 elementary teachers are not college graduates.

Unless we measure accurately these new dimensions and cut our academic cloth to fit, Mr. Murray sees us sitting on the beach, looking into a radioactive dawn, and wondering why we didn't have the courage and wisdom to do things differently.

The Three Dimensions Of a Changing Academic Environment

By ROBERT K. MURRAY

THE United States is in the throes of a momentous educational crisis. This time it is real. If we were not aware of this fact already, the nation's newspapers, magazines, and a galaxy of educational experts would soon convince us of it. For five years now the American educational system from the kindergarten to the doctorate has been fair game for amateurs and professionals alike. In the main, the discussion has centered on the problems confronting the country's elementary and secondary schools. Recently, however, the rising difficulties facing our colleges and universities have acquired greater importance and have commanded increasing attention.

What is this collegiate crisis and how successfully are we resolving it? In 1955-56, when we first became aware of an impending difficulty in higher education, we thought it was largely one of numbers. We entered what might be called the first dimension of a rapidly changing academic environment. We estimated, for instance, that from 1955 to 1970 the number of high-school graduates would double while college enrollment would increase almost three-fold. Capital investment in collegiate physical plants would have to expand 125 per cent simply to keep pace, and operating budgets would skyrocket a minimum of 10 per cent per year. Meanwhile, we learned to our dismay that the production of new qualified college teachers would be less than one-third that which would be necessary to carry the mounting load.

Since 1955 we have come to realize that these original predictions were too conservative and that the simple arithmetic crisis of the first dimension is even greater than we had supposed. We find ourselves like the pastor who announced to his congregation that he was resigning to accept another position. Attempting to comfort one of his distraught parishioners by saying that he was confident the next minister would be better, he received the anguished reply, "No, I'm afraid not; we just get worse and worse."

Our response to this worsening numbers situation has been haphazard and typically academic. A pyramid of oft-times conflicting local, state, and federal planning groups was quickly established. Meanwhile, almost every college and university created its own development committee charged with the responsibility of preparing the institution to meet the onrushing student tide. Long-range reports, usually the product of a joint faculty-administration effort, were drafted and urgently suggested the use of closed-circuit TV, large lecture sections, more economical use of staff, year-round plant utilization, and more dormitories, classrooms, and laboratories. To meet the challenge of the numbers crisis some major institutions, such as the Pennsylvania State University and the University of California, either developed or expanded an elaborate system of state-wide campuses. In other cases entirely new institutions were built such as the recently established University of South Florida.

Limited progress along the lines indicated above has been achieved despite a scarcity of financial support. Yet even in this sensitive area some improvement has been apparent. More funds for educational purposes are forthcoming from federal, state, and private sources. Still, much of the increased cost is passed on to students and parents. In most private institutions tuition is climbing rapidly and even state-supported universities are finding it impossible to hold the line. Tuition increases have averaged over 30 per cent in the past two years and there is no end in sight.

AT the very moment that we were beginning to deal seriously with the challenge of the first dimension, we discovered that our problem had two dimensions, not one. We were like the man who,

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upon alighting from a bus in the environs of Philadelphia, was met by a friendly stranger. "Oh," said the weary traveler, "I'm suffering from fatigue." "Glad to know you, Suffering," replied the first, "I'm Jake Sigafoos from Ephrata."

There we were in the late Fifties, beginning to suffer from numbers fatigue when we alighted from the educational bus and ran headlong into Ivan Sputnik from Moscow. The academic world was suddenly plunged into an educational tailspin. PTA meetings were held; angry, disputatious articles appeared in the press; school administrators headed for their storm cellars; college faculties that had not met for years quickly convened; and innumerable fact-finding committees were formed. But the difficulty this time was not simply one of numbers. It involved the much more complicated problem of proper educational emphasis and of curriculum structuring.

The great debate was fully joined. Was the "life adjustment," "togetherness," "permissive" kind of education currently in vogue in the nation's schools equal to the new challenge? What of the fact that too few students took the "hard" subjects—math, chemistry, physics—subjects admittedly essential to our very survival? Ought not science and math be required of all students in our colleges and universities? Admiral Rickover became the most vociferous critic of the existing system and in eloquent testimony both in the press and before congressional committees warned of the dangers inherent in our failure to train sufficient scientific and engineering personnel.

Others, equally qualified to speak, were quick to point out that the need for social scientists and philosophers was just as imperative as the need for scientists and engineering specialists. They argued that modern society could not possibly survive merely on the basis of a technically-oriented and science-mandated educational system. If we needed persons who could assault the frontiers of knowledge about the physical world and could build the hardware of mass destruction, we needed even more the person who could shed new light on human relationships and could prevent the hardware from being used.

We've Made Some Progress

This stormy debate has resulted in some progress. Recently, more emphasis has been placed on the "hard" subjects and less on vocational and "life adjustment" courses. There is less talk nowadays about "education for living" and more about "education for survival." Many public schools have adopted the "track" system of steering the bright and the gifted student into more intellectually stimulating curricula.

Institutions of higher learning have been adjusting their offerings to meet the challenge of this second dimension. Honors programs for the superior student have been created. There has been a tightening of science and math rquirements, making a minimum knowledge of these areas mandatory for the bachelor's degree in almost every curriculum. For those students who are majoring in the social sciences, humanities, or the arts there is an increasing number of general science and math courses available for election. Conversely, for the budding scientist and engineer there are general social science and humanities courses which will introduce him to the vast world of knowledge which lies outside his scientific specialty. In order to provide all students with a minimal experience in the most important fields and to emphasize the unity of human knowledge, some institutions like Michigan State have created a Basic College in which all students are enrolled before they can elect areas of specialization. Other universities have established "common" freshman year programs within existing colleges (engineering, agriculture, liberal arts, etc.) in the hope of reducing the proliferation of subject matter and of providing every student with the essentials of a general education.

Dimension Two Involves National Survival

Because this second dimension—that of proper curriculum structuring—involves not only the student's welfare but also national survival, there is a real urgency to the problem. And when you join this urgency to that of increased numbers you have a truly changing academic environment which places additional pressure on students as well as on faculties and college administrators. *Time* in an article on March 7, 1960, analyzed one of the most critical pressures, calling it "The Race to College." The conclusion was that it would take "good nerves—and good planning" to get accepted by the college of the future. Students were warned to "get dedicated" and to start thinking about college by the eighth grade. They were told bluntly that there would be no adequate substitute for good marks as entrance recommendations. Students who are lazy-minded or who hope to coast on the family name or "Dad's reputation" were cautioned that they would lose out and perish.

Already many high-school students who are ill-prepared or possess marginal ability find themselves in the same category as the fellow who, when asked how he had met his wife, ruefully had to admit, "Friends, I didn't meet her. She overtook me." Those students who do not have solid academic backgrounds are being overtaken by those who have and, if by chance they do slip by college admissions officers, they do not long survive. Even major state universities, which traditionally have accepted any graduate of an accredited high school, are eliminating remedial course work, thus forcing the student to stand or fall on the educational tools which he possesses at the time of admission. Fred Hechinger, educational editor of the *New York Times*, predicted on March 6, 1960, that the time may soon arrive when even the freshman year with its freshman math, English, history, and science may be obsolete as colleges accept more wheat and less chaff. As he put it, "A freshman instructor is likely to find himself

surrounded by a class of valedictorians."

What this means, of course, is that the whole educational system will become much more highly competitive and academic standards will be raised. It is already harder to graduate than it was five years ago; it will be harder to graduate five years from now than it is at present. Moreover, graduation itself will mean less and less. Graduate work will become a necessity for many students. The student of the future will have to think in terms of five, six, or seven years of college work. Even if formal graduate work is not taken, an increasing number of students will become involved in post-graduate informal or adult education programs, thereby enhancing their professional skills or adding to their general educational competency.

THE THIRD DIMENSION: RE-STRUCTURING OUR VALUE SYSTEM

WHAT we have been observing up to this point is the current status of our changing academic environment and its various effects on colleges, faculties, and students. These changes have presented us with a two dimensional crisis. Yet nothing that is two dimensional is properly in focus, and so it is with our present situation. There is a third dimension which makes the educational crisis we face even more significant, more challenging, and infinitely more dangerous.

As severe as the problems of the first two dimensions are, there is every indication that we will solve them. As shown above, we are already making progress along the lines of constructing balanced curricula and of providing for the hordes of students descending on our colleges and universities. However, even if we are completely successful in both of these respects and yet do not solve the problems of the third dimension we will not have met the full educational challenge of the present day.

What is this third dimension and why is it so important? As Arthur Koestler so skillfully observed in the *New York Times Magazine* of March 20, 1960, mankind has reached a watershed in its history. In a sense, Hiroshima has become for us the year 0; we are now at the year 15 P.H. Only dimly have we begun to realize what a shattering change this has forced upon our lives and our thought. As Koestler points out, up to the year 0 man had only to live with the idea of his death as an individual. Suddenly he has been forced to live with the idea of his death as a species. When death was only an individual matter man could afford to be very free and very irresponsible. Regardless of the dire consequences of an individual's actions, the species would survive and this was a comforting thought. Now all that has changed and what this will mean in terms of new institutions, new forms of government, new concepts of economic organization, new approaches to international relations, and new solutions to national problems truly staggers the mind. Specifically, what this will mean for our educational system provides the critical third dimension in the changing academic environment.

Put simply, this third dimension involves the necessity for a re-evaluation and overhauling of the contemporary value system. No one can deny that this is playing around with dynamite. Yet if we choose to ignore the problem we will miss the only real chance we have to direct the future into any different channels than those of the past. If this is the case there appears to be nothing ahead but stark tragedy.

Unfortunately, here is an area where there are no committees working, no long-range reports to look at, not even any frank and open discussion. Most college faculties ignore the subject, college administrators avoid it, and individual staff members poke at it with peril. Self-styled protectors of the status quo and a variety of pressure groups stand guard to make sure that no serious investigation is undertaken which might prove prejudicial to existing standards and mores. Yet the blackout is not complete. A few hardy souls—popular sociologists, philosophers, and historians—have recently broken the silence barrier with their writings, calling attention to this third dimension of the educational challenge. Still, we are nibbling around the edges. We have yet to take a healthy bite out of the problem.

This is critical for the academic world, since in a thermonuclear age the simple production of more and better technically-trained college graduates will not suffice. The graduation of six times our number of engineers will not in the long run mean either national security or human progress. The Nazi educational system proved this. Hence, neither satisfying the numbers crisis nor tinkering with the curriculum will achieve a true and meaningful educational breakthrough. Only by re-examining and changing the purposes for which the educational system exists can we really make progress—and the first logical step is to create a more valid value system.

No Map To Follow

Such action has truly alarming aspects and the implications transport the explorer into uncharted waters. There is indeed no map to follow and there is no specified way to reach the proper destination. Yet of this one thing we can be sure: we must embark upon this journey whether we wish to or not, somehow skirting the reefs of impractical radicalism while also resisting the siren song of those who would lure us onto the rocks of status quoism.

This will take courage. Even a superficial glance at the prospects of what the third dimension means indicates why. For example, if any educational program is to achieve success, we must have a value system which will recognize the development of the intellect, not just the development of professional skill, as the primary goal of society. Such development must be rewarded in its own right and must

be regarded more highly than any other form of activity (and I do not mean an automatically higher status for teachers and professors—they, for the most part, also exercise only a professional skill). This value system would recognize the importance of the superior or creative mind and would not confuse this importance with the dollar sign. Inevitably, this would mean that the development of the mind to its highest potential would become a conscious, collective, national policy to which we would devote our best efforts and much of our treasure. There would be a clear recognition in fact, not just in theory sonorously proclaimed at commencement time, that the mind is man's greatest natural resource and to develop it properly we should use every tool at our disposal. This would mean that we would expend money, not grudgingly but lavishly, in the full assurance that the dividends therefrom would be much greater than cash. Under such a value system the funds for this collective endeavor would come from all sources—private, local, state, and federal—and in copious quantity.

Kindergarten Through Doctorate

Under this kind of value system education would be underwritten for every qualified individual from the kindergarten through the doctorate. Notice the word "qualified." Such a program would strike a mortal blow at both the uniformitarian and the neo-aristocrat, those two infamous enemies of a good educational system. The uniformitarian wishes to give a first-class education to *every* person whether he can absorb it or not; the neo-aristocrat maintains education should be given only to those who can afford it.

Academic performance, not a misguided faith in egalitarianism or a misplaced emphasis on family financial resources, should be the final arbiter. There ought to be constant screening and evaluation of students based on academic competition, with competitively-awarded scholarships supporting the qualified student through the highest degrees. Under such a program, being chairman of the fraternity's scholarship committee might be more sought after than being chapter president. Extracurricular activities would tend to assume their proper place. College presidents would not talk about academic excellence out of one side of their mouths and about the necessity for bidding for football talent out of the other. More money would go into new laboratories and library acquisitions than into new field houses and stadia. Upperclassmen would point with pride to the top university scholar rather than the basketball star when they wanted to impress the incoming freshmen. Trophies for sports would take a back seat to a prominently displayed roster of the scientists, philosophers, and educators which the institution had produced.

Under such conditions the idea would undoubtedly grow that society does not owe the student a living but that the student owes society the product of his intelligence in return for the privilege of having it developed to its highest capacity. The new post-graduate goal would be one of service through the use of the intellect and not simply one of individual status-seeking. Indeed, the rat-race for status symbols would be revealed as the pathetic humbug it is. Graduates would be aware of this and would not be fooled by the cheap parlor tricks of public relations experts.

One might think that this is too visionary to hope for. Yet we have already taken some blind steps in this direction. Consider the many forms of competitive scholarships that exist today. More than one-third of the students in a well-known Eastern university are on a grant-in-aid of some sort. Over one-half of all the fulltime graduate students in one of our major state universities possess either scholarships, fellowships, or graduate assistantships. And now the American Council on Education has proposed a four-year program of federal scholarship aid totaling $5,700,000,000. Moreover, there is a growing indication that students are no longer being attracted mainly to those fields that offer the greatest financial return after graduation. Engineering enrollments are declining proportionately. The same is true of medical school enrollments. Factors other than status and moneymaking are creeping into students' calculations.

With the adoption of a new value system in education there would inevitably be repercussions in other areas. For example, the mass communication media would be forced to revise their assumption that they exist primarily for the purpose of making money and that they must give the public what the public wants. The number and source of recommendations in this regard are somewhat surprising. In *TV Guide* of March 12, 1960, Erwin D. Canham, editor of the *Christian Science Monitor* and president of the U. S. Chamber of Commerce, said that TV "ought to cry out" and not lull us to sleep, that it ought to elevate and not degrade, that it has a responsibility to educate as well as to entertain. At present only a relatively small portion of the broadcast week is devoted to educational programs and many of these are scheduled at undesirable hours.

Progress, But Not Enough

Yet, again, some progress is being made. *CBS Reports, Twentieth Century, Eyewitness to History,* and *Continental Classroom* (which arrives at 6:30 A.M. in many areas) are examples of what can and is being done. Still, when one thinks of what could be accomplished in relation to the billions spent by this medium, the little progress that is being made seems truly pathetic. If only a portion of the total budgets of the major networks were earmarked voluntarily for the production of good TV programs for adult education and college classroom instruction, the long-term dividends would prove immeasurable.

The movies represent another case in point. No one is suggesting here that we give up Marilyn Monroe. Yet how tragic it is that this medium, which has now passed its prime, has muffed its greatest opportunity to serve. If only a few of the many millions made through this industry had been invested voluntarily in educational movies, produced and directed by the magnificent talent which this medium had to offer! What better monuments these would be for a declining industry than the legacy of silly B and C late movies.

The journalistic world is another area where a new value system in education would result in drastic changes. The press would cease being ruthlessly sensational about rape and murder while remaining peculiarly squeamish about speaking against poverty, human suffering, corruption, and the many subtle forms of payola. The press would revive the lost art of crusading. Making a profit would not be as important as the righting of social and economic injustice. Our journalism schools would turn out young muckrakers who were sensitive to human agony, alive to society's needs, and aware of the dynamics of change, rather than merely trained in the art of apple-polishing the publisher, or of obtaining advertising, or of managing the newspaper's funds.

Certainly it is in the business world where changed values in education would have the greatest impact. This is not because the business world would be singled out for special attention but because so many of our current values rest upon an economic, business base. First of all, business would gradually have to accept the fact that it does not exist for profit alone. Specifically, it would come to realize that it could not exist properly on the basis of a Madison Avenue-induced demand for its products. Businesses that did not serve a real need, no matter what subtle psychological gimmicks they employed, ultimately would be judged by an intelligent public and by the business world itself as unworthy to continue.

The Problems of Business Are Ethical

One of the most fascinating facts about modern American business is that already its most basic problem is not one of economics but of ethics. Yet few major colleges of business administration list this subject among the courses required of their majors. What *is* the ethical justification for the costly advertising of "planned obsolescence" by manufacturers? The purpose obviously is not to replace worn-out cars or fabrics, but simply to convince the public that last year's style of automobile or dress is hopelessly passé.

With an economy of $500 billions per year, we, for the first time in history, confront the problem not of whether we have enough to live on, but of how we choose to live. This makes our dilemma all the more profound. Our problem is one of purpose, not of production. In 1959 we put $12 billions into new cars, but only a third of this was required to replace broken-down automobiles. Instead of squandering $8 billions on style, why didn't we invest it in slum clearance and community rehabilitation? Congress recently voted to begin a $40 billion road-building program. Why didn't we put this sum into government aid to education rather than in cement? Last year we lavished $25 billions on luxuries (jewelry, cosmetics, furs, and fashion). Why couldn't we have poured this same amount into basic research?

We know our ethical standards are warped. We sense the fact that our values are confused and errant. This, after all, is the secret of Vance Packard's amazing success. In his books we see ourselves spotlighted and we wince at the cruel exposure. We know the many tricks of the hidden persuaders and we deplore their tactics. Yet we succumb and perpetuate their success. We are indeed status seekers, avidly searching for happiness through buying fine homes, or cars, or color TV sets. Yet we know that these will not really satisfy our longing for dignity and purpose.

THE ROLE OF HIGHER EDUCATION

HERE, then, is the measure of the third dimension of our changing academic environment—and its greatest challenge. Here colleges and universities ought to take the lead, because one of their principal functions is to serve as provocative agents in society, not as guardians of the status quo. The academic profession ought to challenge existing values, not destructively but constructively, creating new values to replace the old. Higher education ought to produce in the young a desire to follow new paths into the future rather than rely on the heavily-traveled highways of the past.

It is disheartening to have to admit that in this respect the academic profession is falling down on its job. It is all the more disheartening when one realizes that the failure to create a more valid value system transcends the academic scene because a proper solution is germane not only to our educational future but to that of man's survival as well. In the post-Hiroshima year 15 we *do* find ourselves in an entirely novel and unprecedented situation. And unless we, as intelligent men, regardless of our national or cultural backgrounds, can somehow begin to substitute spiritual and intellectual values for profit and creature comfort, unless we can utilize knowledge to satisfy human need instead of greed, and unless we can exalt service above self, we may find ourselves, despite our masses of college graduates and our endless string of academic degrees, sitting "on the beach" looking into a radioactive dawn and wondering why we did not have the courage and the wisdom to do things differently—when we had time.

► "The average child spends on television in his first sixteen years as much time as he spends on school."
—Wilbur Schramm

American Teacher in Japan

By CHARLES LENZ ROBERTS

I HAD many misgivings about my stay in the Orient, for my new Japanese "parent" would be a Buddhist priest, one of the high-ranking religious figures of the Tendai Sect. I looked about me apprehensively, at the luggage stacked high in the aisle of our sleeper; at the ten students of my American group who were now peering out the windows at the rice fields of early morning Japan; and I heard the clackety-clack of the train wheels bringing us nearer to Nagano City where we would live as the Japanese do for the next five weeks.

My heart was heavy, my mind confused: I expected a tedious summer ahead, devoted almost entirely to the study of a remote religion detached from real life. Instead of exploring a strange Oriental city with a thousand mysterious side streets and shops, I anticipated daily guided tours through the corridors of a dusty temple which would have no meaning for me.

The students were more fortunate, I thought. Martha was a lucky one. She was interested in medicine and her Japanese father would be a surgeon. She would probably be able to observe operations and see the inner workings of a Japanese hospital. Jim was another. He was studying to be a teacher and his Japanese parent would be a high-school principal. This kind of "adoption" made sense to me. As I looked over the other students in my group, I felt envy for them all: All seemed ideally suited to their adopting families and only I, the group leader, had somehow been mismatched.

My envy turned back to anxiety as the slowing cadence of the wheels told me our train was pulling in to our "home city," Nagano. Soon I would be marching to Senkoji Temple beside a frowning Buddhist monk in black robes, his head shaved and shiny.

Someone slapped me roughly on the shoulder, startling me out of my gloom. "Do not worry heavily," a smiling Japanese spoke to me. "The priest—you will like him. He is what we call a *kokang*. I think in America you say 'regular guy'...." It was my Japanese co-leader speaking. "Do not worry heavily. You have wonderful summer, notwithstanding!"

And there he was—waiting for me as I dragged my luggage down the steps of the coach. He was wearing a blue dacron suit, casually tailored, a necktie of bright flowered design. His hair, trimmed in crewcut style, made this man of fifty-two years look more like thirty-two. His brown eyes frolicked over my sagging jacket and unpressed suntans. He laughed sympathetically. This was my Japanese father! In dress he resembled my own father, who had commuted on the Chicago-Northwestern into the Loop for over twenty-five years! I took his extended hand with some relief, hoping that there was a chance, a little chance, that he might be pretty regular—and not too saintly. It did not occur to me as he studied my unshaven face that perhaps he was hoping that this American school teacher could be something of a "regular guy" himself!

"I was worried," he began. "The committee told me we were to give the Americans only Japanese food because that's one of the things you came here for. But I asked, 'Does this mean cutting out my morning coffee?' I was relieved when they told me coffee would be O.K.! Frankly speaking," he went on in his fluent English, "I can't get along without my morning coffee!"

I was overjoyed to hear this. I began my home stay with three steaming cups of Maxwell House, toast, and jam. Then he took me to my room. It was high in back of the house, overlooking a shop-filled street. Further in the distance a steep, tree-lined road seemed to invite me into a shady park of Oriental gardens; and in the background were the stark, masculine mountains of the Japanese Alps.

"Sleep now," the high priest of the temple said. "I'll call you for lunch." Exhausted, I fell upon my Japanese bed, grateful for clean sheets, a cheerful, sunny room, and an understanding Japanese father.

As I feared, however, he was very anxious to take me through the famous Senkoji Temple to which the Japanese, he explained, believe they must make a pilgrimage once before they die. In cool sport shirts and slacks we entered the temple, whose

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origin dates back some 1,300 years. Here we met *Beenzoroo,* disciple of medicine, whose painted eyes had been rubbed away by the hands of blind pilgrims seeking to regain their sight, and whose knees were worn shiny by country folk who touched the limbs seeking relief from rheumatism. The other numerous deities within the giant Main Hall, to my surprise, all had sensible meanings, for they conveyed assurance and sympathy to anyone suffering anxiety in marriage or childbirth, loss of fortune, crop failure—all basic ingredients in the lives of men and women from birth to death.

Our tour was completed with a long, stumbling walk through a tunnel of total darkness beneath the temple floors. "We are lucky," laughed the priest, "to find no teenagers down here today. Frankly speaking, I hate embarrassing a boy and girl who want to hold hands in the dark."

We groped around the next corner and there in the distance was the shrill brightness of the afternoon. As we stepped up into the temple yard he clasped my arm and smiled at my bewildered expression. "And now we have light; we have been released from earthly ignorance. That is the meaning."

This was my only guided tour through the temple. Perhaps not wishing to tire me with the thousand facts and curiosities of his religion, he allowed me a total freedom of choice as to how my days would be spent. But incidentally, as the summer days raced on, I was able to observe him at early morning worship before the household altar; to enjoy the fragrant incense of worship long before the familiar American smell of fresh-brewed coffee; and to hear him shout, *"Gokuro-sama!"*—"Thank you for your trouble!"—to those on the street who recognized him and graciously bowed.

We Americans had many strange requests to make of our Japanese hosts. With some diffidence I presented our list to my Buddhist parent. Over midmorning coffee he examined it carefully while his wife, kneeling beside him, kept our cups filled to the top. However, our requests did not seem bizaare to him—only natural from a foreign group seeking to understand much of Japanese life in one summer's visit. He read the list through a second time and answered with deliberation. A lesson in tea ceremony would be promptly arranged. He knew an eminent instructor in Japanese flower arrangement. Each student would be given a bicycle for field trips to outlying farms and factories. We would have lunch with a famous artist who would demonstrate his technique for us. An insane asylum was located near the city and the head psychiatrist would gladly take us through it. A neighborhood doctor would let us observe *moxa* treatment—an ancient burning-remedy applied to the skin of the patient.

I glanced at the bottom of the list. "And the geisha girls," I grinned. "Both the fellows and the girls want to meet some. And they want to go to a Japanese cabaret and sip *sake* at a few of those tiny bars down the back streets."

"You want to 'make the rounds'?" he twinkled. "Frankly speaking, we will take care of that, too!"

That evening our *sake* cups were filled by two lovely geisha girls who knelt before our low table, ready to add their pleasant remarks to our own conversation. Looking beyond them, I was taken by an oval pond bordering our private dining room. It was fed by a trickling bamboo pipe. The surrounding rocks and ferns were illuminated by a blue lamp which gave a moonlight-glow effect. While I was remarking about this captivating scene to the priest, I felt my empty wine cup slip from my fingers and saw it cradled in the hands of one of the geisha. After an alert nudging from the priest, I filled the tiny cup with warm *sake* and the geisha girl gracefully lifted it to her lips with both hands, the colorful sleeves of her kimono forming an elegant pattern. She then handed the cup back to me and again filled it. "That's a good sign," winked the priest.

"What is?" I asked.

"She did not rinse your cup in the bowl before drinking from it. Frankly speaking," he smiled, "this means Junco would like to know you better."

I was delighted by this compliment and bemused that so much could be said between a man and woman even though they could not speak in the same language.

At one that night, as the shutters came down before the countless bars and cabarets and the neon signs were punctually turned off, we walked the two geisha girls to their doors, where we gaily exchanged wishes for a good night's rest. The priest touched me with his elbow: "It is time we went home. My wife will be waiting up for me with a frown," he laughed. And the two of us turned homeward, our wooden *geta*-shoes knocking musically on the empty streets of Nagano.

"There are many here who do not understand me," the priest confided. "But I like to laugh and talk with everyone, whether it be the mayor himself or a cabaret girl. They are all my friends," he continued soberly, "and my responsibility. Frankly speaking, this sinful old man must help them all into heaven, but I shall have to remain somewhere outside, for how else can I push them in!" His laughter was gentle and quiet.

Down a narrow street I saw the gate lamp of our home inviting us to our cool bedding beneath the mosquito nets.

One August afternoon, shortly before our departure for America, the priest and his daughter took me to the outskirts of the city, where we began a steep ascent up a mountainside. "You will soon see it," puffed the Buddhist priest, "for it stands out from the mountain and overlooks the entire city." High above us it appeared—a small, bright-red Chinese roof. This was the priest's own "private project," a shrine to the Goddess of Mercy, Kwannon. "The first story of the shrine will be completed in my lifetime. My son will finish the next two

stories in his, if all goes well."

The scaffold was still up and the rough cement floor and walls coarsely supported the elegant tile roof. "Frankly speaking," he went on, "it is called 'A Universal Kwannon Temple for the Repose of the Unknown Soldiers of the World.' And that includes your G.I.'s, too," he added softly. The shrine, so un-Japanese in its unfinished state, I would want to see again when the last bold colors were added, making it stand out brightly against the verdant mountain slope.

When we boarded the train for the last time, my Japanese father wore his bright blue suit once again, and a pair of sporty white Oxfords. He removed his straw fedora as he extended his hand, and I noticed for the first time broad gray streaks in his short-cropped hair. "Don't forget the lovely things you saw in Japan," he smiled. "The rice fields, the mountains, our famous Senkoji Temple, and my own little temple high up above the city." Here he paused to hand me a dozen apples bound together in a reed basket. "And remember, too," his firm mouth broke into a gay smile, "remember Junco, the lovely geisha!" Our hands were firmly clasped, and the piercing station bell gave the all-aboard signal.

Upon my return to the States I wrote a letter to a friend of the priest conveying to him greetings from Japan. The return letter, postmarked Washington, D.C., told me of a long and deep friendship between the writer, a government attorney, and the priest: "I don't suppose he told you about the war crime trials and his sentence of three years. He took full responsibility for the actions of his own subordinates at a prison camp near Tokyo. All of the camp guards were released for this reason, while he accepted the blame for crimes he knew nothing about. I did the best I could for him as his attorney."

I folded the letter and reflected back on my few happy weeks in Nagano. My heart was grateful for my opportunity to live with a Buddhist priest who was both a saint and a *ko-kang*, a "regular guy." He was the finest father I could wish for, next to my own.

► U. S. colleges and universities will need to recruit a total of nearly 350,000 new teachers between 1959 and 1970, according to a recent NEA study. This is considerably more than the total number of full-time college teachers employed in 1958-59 (approximately 250,000). Today about 9,000 Ph.D.'s are conferred annually, and about half of the recipients accept positions outside the college field.

Levens' Article Postponed

An article on team teaching by Charlotte Levens, scheduled for this issue of the KAPPAN, has been delayed by illness in Miss Levens' family. It will appear, we hope, in one of the fall, 1961, issues.—*The Editor*

S R BONDS

Is Advertising Necessary?

Dear Editor:

The first duty given me as new secretary of Delta Omega Campus Chapter, Eastern Illinois University, Charleston, was to inquire if future issues of the PHI DELTA KAPPAN will carry advertisements. Some of our members were disturbed by the back cover of the April issue and wonder if it is necessary.—F. R. MCKENNA (Delta Omega 24).

Editor's Note—*Sale of advertising on the* KAPPAN *back cover was first authorized by the fraternity Board of Directors in December, 1959, as the result of recommendations by the editorial consultants. In April, 1960, the consultants strongly recommended considerably increased expenditures "for the continued improvement" of the journal, including employment of an editorial assistant and payment, when necessary, for special articles on the frontiers of educational thought. Sale of advertising was envisaged as a major source of additional funds. The directors regarded these recommendations favorably. Eventually, the business manager hopes to realize from $5,000 to $7,000 a year net income from the sale of advertising on* KAPPAN *covers. The question seems to boil down to this: Would the fraternity prefer that an additional 15¢ to 20¢ of their annual international dues go for publications improvement, or would they prefer that advertising be solicited and used? We welcome further expressions of opinion.*

The First Study Council?

Dear Editor:

Among the continuing great issues of the KAPPAN I'm sure the March research issue is outstanding. The article by Berlie J. Fallon, "The School Study Council Movement," was of special interest to me. . . .

Just last week I learned about the "Society for the Public Good," founded in 1784 by Jon Nieuwenhuysen, a Mennonite minister in North Holland. The society accepted as its mission the improvement of existing educational facilities, the spread of useful knowledge, and the moral relief of the masses.

Was this the first "school study council," or the first "citizens' school study committee"? By 1809 the organization had more than 7,000 members and its branches extended as far as the Cape of Good Hope.

What was the result of this society? It set up a special commission which in 1796 was instructed to draw up a *questionnaire*. The results were published under the title, *General Ideas on National Educa-*

tion. Its recommendations resulted in legislation which in 1806 placed all the schools in Holland under a regular and uniform system of superintendence. Thus was born the first state system of public education.

For more information about the Society for the Public Good, see *Pioneers of Popular Education,* 1760-1850, by Hugh M. Pollard, published by John Murray of London in 1956.—WILLIAM H. DREIER (Eta 1099), *associate professor,* Iowa State Teachers College, Cedar Falls.

'I Am Horrified . . . '

Dear Editor:

I am horrified at the suggestion made by James S. Coleman in his article, "The Competition for Adolescent Energies," March KAPPAN. He suggests that the system of interschool athletics, because it has won the interest of adolescents, is a system which (1) has something good in it, and (2) has values which should be taken over by those who desire to foster academic interests.

Since neither the current practices in interschool competition nor the rewards for success in such competition, "—the prestige, attention, and popularity—for which adults strive in their own ways," can be regarded by any objective observer as anything but evil influences on our entire educational system, it was shocking to find that a serious scholar in the field of social relations could even accept the system, let alone advocate its extension to the academic areas.

Happily, an effective antidote appeared in the form of an article by Henry Steele Commager in the *New York Times Magazine,* April 16, 1961, entitled, "Give the Games Back to the Students." In this article Commager presents interschool athletics in such a way as to make its detrimental effects very clear. What he says makes it equally clear that rather than try to win the interests of adolescents for intellectual pursuits by adopting techniques from interschool athletics, we should seek to root out and to destroy the entire present system.

Since many KAPPAN readers may not have had the therapeutic opportunity to read the Commager article, I suggest [that you] reprint it along with any comments Professor Coleman or Commager may wish to make.—WILLIAM G. MCGARVEY (Alpha Eta 439), Department of Psychology, State University of New York, Oswego.

Editor's Note—*We agree with reader McGarvey that the Commager article deserves to be widely and carefully read by schoolmen. (See excerpts, page 413.) We do not agree that it in any way invalidates Professor Coleman's proposals. Commager and Coleman agree on goals. Both want more adolescent energy expended on educational pursuits. Coleman is concerned with the problem of motivation. Commager says nothing about it, beyond suggesting that elimination of interscholastic athletics "will release the energies of educators and students for the primary job of education." Will it?*

What Are the Facts?

Dear Editor:

I would like to comment briefly on Douglas Ward's article, "A Proposal To Put Interscholastic Athletics in Their Proper Place" (April KAPPAN). Such articles, I believe, do not get the necessary points across. Perhaps the writers do not truly understand the facts: Athletics should be only one part of the total program of physical education. As such, they contribute to the aims of physical education by complementing and supplementing the program. The answer, therefore, is not what Ward proposes, to divorce athletics from the schools, but rather to bring them back within the control of the physical educators. The ills of athletics have resulted from divorcement. Professional coaches, with little or no understanding of the role of athletics, have placed their program in jeopardy. At the same time, because of its close relationship, physical education suffers. Mr. Ward's proposal doesn't look to the total development of the student, but simply enables the same poor conditions to exist under another guise. My plea is to bring athletics under educational control by placing them in the physical education program and giving them only the emphasis they deserve, no more.—J. MALCOLM SIMON (Beta 5059), *assistant professor of physical education,* Newark College of Engineering, N. J.

The Coach's Philosophy

Dear Editor:

From my own limited experience I can assure you that I have never known or heard of a coach (other than those nameless ones in such articles as this) who would tell an athlete, "You play football; I'll take care of the studying you don't do." On the contrary, every coach I had, and every one that I have come in contact with, would never have made such an unprofessional declaration. One high-school coach of mine had a sign in the dressing room which read: "You are a student incidentally playing football (basketball, etc.), NOT a football player incidentally going to school." And I believe that upon closer examination of the facts, Mr. Ward and Mr. Conant would find this the prevailing philosophy among coaches today rather than the exception. . . . Let's have more articles like "There Are Still Some Sensible College Physical Education Programs."—PHILIP C. ADAMS, JR., (Beta Theta 653), *coach-teacher,* Roanoke, Va.

Get a Bigger Dog

Dear Editor:

I enjoyed reading your editorial and the two articles on athletics in the April KAPPAN. The cartoon depicting the little dog with the big tail, captioned "Is he *really* wagging," deserves comment: No

tail ever wagged a very big dog. If the tail is wagging the dog, the answer is not to amputate the tail but to get a bigger dog.—L. V. PHILLIPS (Alpha 169), *commissioner*, Indiana High School Athletic Association.

Let's PASS That Buck

Dear Editor:

I always find something of interest in the KAPPAN, and occasionally I *have* to drop a note to indicate my pleasure. This time it's about "Round and Round Goes the Buck." (April issue, by Morton Alpren) It is quite delicious. I am not a teacher but having worked much in guidance clinics with teachers (as a child psychiatrist) I certainly have a high respect for the eagerness to be helpful of the usual teacher. And I frankly do not see how the average good teacher can attempt to apply all the psychiatric words, concepts, and pseudoconcepts that have developed in thirty years of child psychiatric and psychologic work. I admit I like to hear a teacher say, in effect: "Here is a child not doing much. I've done all I can. I can't deprive the other twenty-nine children of their time; if the child is sick tell me whether he is *able* to behave or do the work, and if he cannot should he be in a regular class?"

And if I regard the child as "psychiatric" it seems to me it is dubious wisdom to leave him in a class of "normals" or expect an able teacher to try too hard to undertake treatment (for which she is not trained) and leave the teaching phases in which she is trained. . . . I think the teacher in the playlet represents the honest, intelligent approach.—FORREST N. ANDERSON (Alpha Chi 93), 14317 Huston St., Van Nuys, Calif.

Where's the Brass Ring?

Dear Editor:

"Round and Round Goes the Buck" (April KAPPAN).

And round and round goes the merry-go-round with no hope of grasping the brass ring if we are to believe Mrs. Frances R. Link.

I believe the title of her article ("A High School Coordinator's Solution") is a misnomer, unless the solution is hidden somewhere in her long list of gobbledygook.

She may have presented the solution to the boy's situation, but I believe that poor, harried Miss Smith is far too busy to accept an additional problem in attempting to sift out the solution.

It is quite possible that a coordinator could come up with a workable solution to this sort of situation, but my question remains: "If such a solution can be presented, why must it be in an obscure manner, completely lost in clichés which have been developed by coordinators in order, no doubt, to lend an air of sophistication and mystery to their jobs."—WILLIAM A. HICKOX (Beta Nu 286), principal, Meridian Public Schools, Miss.

Prejudiced . . .

Dear Dr. Bemis (copy to the Editor):

As a member of Phi Delta Kappa I am wondering if your editorial, "What Is Discrimination?" [May KAPPAN], reached its proper destination. Other educators felt, as I did, that this type of attack is more in line with the emotional articles printed in newspapers by non-professionals, or printed in educational journals published by less professional organizations. PHI DELTA KAPPAN has as its goal: Research, Service, and Leadership. Your editorial shows a lack of research and expresses opinions and suppositions not based on facts but prejudice. . . .—ROBERT SCHULZETENBERG (Epsilon Theta 105), Father Pierz Memorial High School, Pierz, Minn.

. . . Or Dispassionate?

Dear Mr. Bemis (copy to the Editor):

Your editorial on the church-school issue . . . is the clearest, most incisive, and withal the most dispassionate analysis of the problem yet produced in so short a space. It should be disseminated as widely as possible. . . . —HARRY L. BUCKALEW (Lambda 204), *principal*, Jefferson School, Fresno, Calif.

Pspelling Psimplified

Dear Editor:

Congratulations on having a man of Foley's logic speak on the ancient topic of psimplified pspelling. Bravo! Without a Foley now and then, we would have folly then and now, produced by those who would personally undertake next week to undo a system evolved through thousands of intelligent minds over decades and centuries.—MAX S. MARSHALL, University of California Medical Center, San Francisco 22, Calif.

Hail Commission Statement

Dear Editor:

Members of Chi Chapter (University of Oregon) wish to express their approval and satisfaction with the article, "Statement of National Policy for Alienated Youth," which appeared in the April issue of the PHI DELTA KAPPAN. It is further evidence that the KAPPAN is among the best of professional publications.—GERALD J. ADDINGTON (Chi 1226), *secretary*, Chi Chapter.

An Author Is Found

Dear Editor:

Re "Animal School," April KAPPAN, p. 321. I believe in giving credit where credit is due. This fable was written by G. H. Reavis, assistant superintendent of Cincinnati Public Schools. I saw it in *Missouri Schools* for January, 1948.—R. W. JONES (Beta Epsilon 327), State Teachers College, Frostburg, Md.

Keeping Abreast in Education

Give Games Back to Students

► The following comments have been excerpted from an article by Henry Steele Commager, "Give the Games Back to the Students," which appeared in the April 16, 1961, *New York Times Magazine.*

"As now organized and directed in most colleges and in a good many, if not most, high schools as well, athletics contribute nothing whatsoever to education. They simply distract the time, the energy and the attention of the whole community from the main business of education—and from its legitimate by-products.

"Our system of athletics does not contribute to the physical fitness of the young. . . .

"It does not contribute to sportsmanship. . . .

"It does not contribute to initiative, independence, alertness and other desirable qualities . . . these sports actually do immense and irreparable harm. . . .

" . . . the solution is threefold:

"First, give games back to the students.

"Second, eliminate all outside pressures to win games.

"Third, take the dollar sign entirely out of school and college athletics. . . .

"Let the fans—the subway alumni of Notre Dame or the vicarious old grads of Michigan—organize city or state football and basketball teams, just as the English have city or county soccer teams. . . .

"European universities have managed to survive for centuries without the benefit of 'teams,' and doubtless American colleges and universities can learn to do so. . . . This program of cleansing and restoration . . . has been achieved at Johns Hopkins, at the University of Chicago, and at M.I.T. It has been achieved at Swarthmore and Oberlin and Reed. Somehow, all continue to flourish. . . .

"Radical surgery is needed. But it is radical surgery from which the patient is sure to recover and which guarantees good health and good spirits."

Some Statistics To Ponder

► "It is tempting to think that [college flunkouts] should never have gone to college at all. However, one authority says that they are actually a cross-section of the entire student body. Thirty University of Miami failures were tested not long ago. Fifteen of them ranged in intelligence from bright to normal to superior. *There* are some statistics for the educators to ponder."

—*The Reporter* (May 11, 1961)

So Now It's Out in the Open

► "The audio-visual tradition has been the victim of a vengeful, anxious, and dictatorial twin—the literary tradition." So said James D. Finn, professor of education, University of Southern California, and president of the NEA Department of Audio-Visual Instruction, at the DAVI's annual convention in Miami Beach this spring.

"The literary tradition has exhibited a naked psychopathic fear of the 'rapid communication of intelligence' on which we put such a premium. . . . The literary-oriented educational administrator has not been able to supply audio-visual materials and equipment for communication, but he can supply books; our culture tends to fight censorship of the written word and welcomes it for the film. The literary tradition has remained supreme. The audio-visual tradition receives the second-class treatment of the unwanted twin."

Woodring Calls for New Degree

► Reviewing Bernard Berelson's *Graduate Education in the United States,* Paul Woodring questions Berelson's conclusion that there seems little likelihood of a serious shortage of Ph.D.'s in the coming decade. He calls for consideration of a new degree for college teachers but warns that "it should not be second-rate. It should be designed for the man or woman of first-rate intelligence and intellectual vigor who prefers the excitement of teaching (with or without occasional scholarly writing) to a career of full-time research. It should be planned, not for an Einstein, but for a Socrates. . . . " (December 17, 1960, *Saturday Review.*)

Something Wrong with ETV?

► A telling criticism of educational television as it is now developing in American schools (574 of them already) appears in the May *NEA Journal,* pages 43-45, under the title, "Is Something Wrong with the ETV Picture?" Written by Marjorie Dawson, a freelance writer, it suggests that ETV research and evaluation is one-sided and misleading, that costs are exorbitant, and that ETV may yet prove unsuitable for extensive use on the public school level. Taking an affirmative position toward ETV in the same issue of the *Journal,* Adah Miner suggests that we *can* learn how to use this complex new teaching tool to improve the quality of education, if we want to do so.

Are College Profs Dispensable?

► Here are achievement results reported by the Office of Educational Research, Antioch College, at the close of Antioch's 1956-60 experiment in independent study:

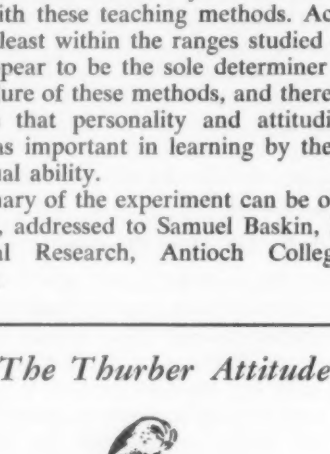
1. Students learned equally well whether they had studied under the regular method of instruction or under the experimental method of independent study. No significant pattern emerged favoring one group over the other. This held true whether multiple choice examinations, short answer tests, essays, or task assignments were used to evaluate the results. It held true for each year of the study, and it held true for both beginning and advanced courses.

2. Data on retention of learning (two years after completion of the course) revealed no significant differences favoring one group over the other.

3. There was no evidence that the independent study methods needed to be reserved for the superior or advanced student only. Students at differing levels of ability and at different year levels did well (or poorly) with these teaching methods. Academic potential, at least within the ranges studied at Antioch, did not appear to be the sole determiner in the success or failure of these methods, and there were some indications that personality and attitudinal factors might be as important in learning by these methods as individual ability.

A summary of the experiment can be obtained upon request, addressed to Samuel Baskin, Director of Educational Research, Antioch College, Yellow Springs, O.

The Thurber Attitude



"Do you believe that education in our time and nation is going to improve?" lovely women often ask me at cocktail parties.

"No, Ma'am," I always reply politely. "I think it is going to hell."

Unbalance in the NONscientist

► "It is noteworthy that the scientists and technologists have never said other than that we must *not* neglect socio-humanistic studies in our education . . . [and] more than lip service is paid to the latter. . . .

"Unfortunately, the converse is not true. An examination of humanities curricula reveals that there is essentially nothing required in the way of scientific and technological studies. Thus, it is the student of the humanities, the traditional 'intellectual,' who is so sadly impoverished. For he has absolutely no conception of the scientific edifice at all. Even if he wanted to, he doesn't have the elementary background to acquire it. As a result, he doesn't know what he is missing. The same is true of nonscientists in general. In politics, there is a prevalent feeling against scientists going into public life, and politicians themselves wrangle only about the administrative dickerings of scientific agencies, without any feeling or understanding whatsoever of scientific research. The same is true in economics. Yet, in politics and economics, the security of a nation, its welfare, health, production, and hence its survival and standard of living, are due strictly to its scientific and technological stature. In corresponding vein, very little of 20th-century science has been assimilated into 20th-century art. In literature, changes take place more slowly than in science; the periods of literary misconception are therefore longer.

"In short, the major educational problem concerns the *nonscientist*. It is the nonscientist who is the most unbalanced member of our society in this scientific age. . . . "

—B. R. Myers, in "The Two Cultures and Education," *College and University*, Spring, 1961

Reciprocity in Credentialing

► Delaware has become the nineteenth state to agree to issue teacher's certificates to graduates of any nationally accredited teacher-education institution. Students who complete teacher-education programs in the nation's 343 NCATE-accredited colleges and universities may be licensed to teach in each of these nineteen states, as well as in their home states. Thus teachers will not be penalized by having to take additional courses to qualify themselves after crossing a state line. Other states which have accepted NCATE accreditation for issuance of certificates: Alabama, Florida, Georgia, Illinois, Iowa, Kentucky, Louisiana, Missouri, Nebraska, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont, Washington, West Virginia, and Wyoming.

A Degree of Confusion

► The U. S. Office of Education reports that 500 U. S. colleges refer to the bachelor of arts degree as B.A. while more than 400 list it as A.B.

The Colleges and Student Values

► Four years ago Philip Jacobs published his searching study, *Changing Values in College* (reviewed in the April, 1958, KAPPAN). His major conclusion was that "the impact of higher education upon the mass of students is not such as to cause them to alter the main patterns of values by which they choose to direct their lives."

(The entire Jacobs argument assumes, of course, that student values are not what they ought to be, in contrast with those belonging to college professors.)

In the November, 1960, *Teachers College Record*, Jacobs reiterates this conclusion, although he admits that more recent research indicates that most students *do* shift their values somewhat in college and that many are apparently greatly influenced by some particular professor and at some particularly "potent" institutions.

One prime cause of the failure of colleges to do what they set out to do is the absence of empirical research, Jacobs says. "Sure that they knew the answers, [college administrators] merely proclaimed that a liberal education *obviously* produces liberalizing effects on students. The humanities *obviously* place a humanistic imprint upon those who study them. The great teacher *obviously* has great influence upon the character of his students. The church college with its religious program and curriculum *obviously* makes its students more religious. . . . I have been puzzled by the fact that, in an age of science, we have taken for granted for so long that we knew the effects of education. . . . We have allowed our practices to be shaped by untested hypotheses. We have been prone to accept and live by the major articles of an unexamined faith in contemporary society rather than subject our own behavior as educators to vigorous scrutiny."

Jacobs' prescription for potency (also in need of empirical testing): (1) make clear to the students the behavior expected of them, (2) engage them in value-laden experiences, (3) demonstrate an interest in values on the part of the faculty, and (4) permit students an opportunity to exercise responsibility.

Technamation Is Here

► Technamation is a new way of animating still pictures by the use of polarized light. Industry and government are using it for everything from showing how the new Bulova electronic watch operates to training workers to launch a Titan missile from an underground base.

According to Technical Animations, Inc., of Long Island, technamation's widest application will probably be in the classroom. President Stanley L. Schwartz is developing a course for California schools in which basic electricity will be taught through animated slides. He is also developing a method of printing Technamated drawings in textbooks so students can see, for example, how the blood actually moves through the body.

Recipe for a Teacher

Select a young and pleasing personality, trim off all mannerisms of voice, dress, or deportment. Pour over it a mixture of equal parts of the wisdom of Solomon, the courage of young Daniel, the strength of Samson, and the patience of Job.

Season with the salt of experience, the pepper of animation, the oil of sympathy, and a dash of humor.

Stew for about four years in a hot classroom, testing occasionally with the fork of criticism thrust in by a principal or superintendent.

When done to a turn, garnish with a meager salary and serve hot to the community!

—Author unknown. Contributed by Max S. Marshall, Univ. of Calif. Medical Center, San Francisco

Not So Optimistic Now

► Only fourteen years ago, the writers of a National Council for the Social Studies yearbook emphasized an understanding of the need for "one world" and for "good citizens" who are tolerant, understanding, and humane.

The editors of a new NCSS yearbook, *Interpreting and Teaching American History*, observe that these sentiments are as appropriate as they have ever been. "But it would be rash indeed to prophesy today that the forces of reason, toleration, and humaneness can hope to win an early victory. We are still living in an age of loyalty oaths, affidavits, and state legislation which threatens to close schools; we still see student faces screwed up in hate because of attitudes which are clearly the reverse of any notion of the brotherhood of man; and those who talked of 'one world' in 1960 are frequently labeled as either naive or hypocritical."

These are the words of yearbook editors William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University. Their emphasis on interpretive history points up the fact that even in our own country historians are unable to agree on certain basics. For example, was disagreement over slavery the basic motive for the Civil War or did it provide a smoke-screen concealing basic motives? The irony of such disagreement is that it persists in the face of vastly increased factual knowledge and constantly intensified scholarly research.

Thumbs Down on Merit Rating

► Mrs. Marjorie Stromquist, a mathematics teacher at the Blackhawk Junior High School in Park Forest, Ill., refused a career award amounting to $500 per annum this spring because she could not condone the "merit system" under which the award was offered.

—Reported by Al Englehard, in the Park Forest *Star*

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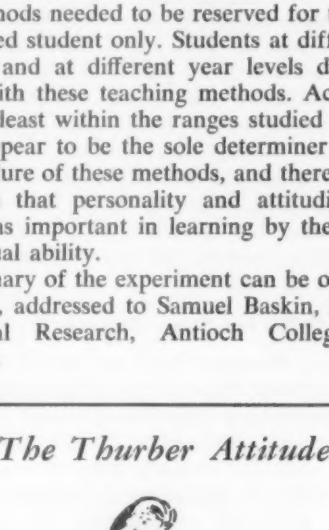

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Unbalance in the NONscientist

► "It is noteworthy that the scientists and technologists have never said other than that we must *not* neglect socio-humanistic studies in our education . . . [and] more than lip service is paid to the latter. . . .

"Unfortunately, the converse is not true. An examination of humanities curricula reveals that there is essentially nothing required in the way of scientific and technological studies. Thus, it is the student of the humanities, the traditional 'intellectual,' who is so sadly impoverished. For he has absolutely no conception of the scientific edifice at all. Even if he wanted to, he doesn't have the elementary background to acquire it. As a result, he doesn't know what he is missing. The same is true of nonscientists in general. In politics, there is a prevalent feeling against scientists going into public life, and politicians themselves wrangle only about the administrative dickerings of scientific agencies, without any feeling or understanding whatsoever of scientific research. The same is true in economics. Yet, in politics and economics, the security of a nation, its welfare, health, production, and hence its survival and standard of living, are due strictly to its scientific and technological stature. In corresponding vein, very little of 20th-century science has been assimilated into 20th-century art. In literature, changes take place more slowly than in science; the periods of literary misconception are therefore longer.

"In short, the major educational problem concerns the *nonscientist*. It is the nonscientist who is the most unbalanced member of our society in this scientific age. . . . "

—B. R. Myers, in "The Two Cultures and Education," *College and University*, Spring, 1961

Reciprocity in Credentialing

► Delaware has become the nineteenth state to agree to issue teacher's certificates to graduates of any nationally accredited teacher-education institution. Students who complete teacher-education programs in the nation's 343 NCATE-accredited colleges and universities may be licensed to teach in each of these nineteen states, as well as in their home states. Thus teachers will not be penalized by having to take additional courses to qualify themselves after crossing a state line. Other states which have accepted NCATE accreditation for issuance of certificates: Alabama, Florida, Georgia, Illinois, Iowa, Kentucky, Louisiana, Missouri, Nebraska, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont, Washington, West Virginia, and Wyoming.

A Degree of Confusion

► The U. S. Office of Education reports that 500 U. S. colleges refer to the bachelor of arts degree as B.A. while more than 400 list it as A.B.

The Colleges and Student Values

► Four years ago Philip Jacobs published his searching study, *Changing Values in College* (reviewed in the April, 1958, KAPPAN). His major conclusion was that "the impact of higher education upon the mass of students is not such as to cause them to alter the main patterns of values by which they choose to direct their lives."

(The entire Jacobs argument assumes, of course, that student values are not what they ought to be, in contrast with those belonging to college professors.)

In the November, 1960, *Teachers College Record*, Jacobs reiterates this conclusion, although he admits that more recent research indicates that most students *do* shift their values somewhat in college and that many are apparently greatly influenced by some particular professor and at some particularly "potent" institutions.

One prime cause of the failure of colleges to do what they set out to do is the absence of empirical research, Jacobs says. "Sure that they knew the answers, [college administrators] merely proclaimed that a liberal education *obviously* produces liberalizing effects on students. The humanities *obviously* place a humanistic imprint upon those who study them. The great teacher *obviously* has great influence upon the character of his students. The church college with its religious program and curriculum *obviously* makes its students more religious. . . . I have been puzzled by the fact that, in an age of science, we have taken for granted for so long that we knew the effects of education. . . . We have allowed our practices to be shaped by untested hypotheses. We have been prone to accept and live by the major articles of an unexamined faith in contemporary society rather than subject our own behavior as educators to vigorous scrutiny."

Jacobs' prescription for potency (also in need of empirical testing): (1) make clear to the students the behavior expected of them, (2) engage them in value-laden experiences, (3) demonstrate an interest in values on the part of the faculty, and (4) permit students an opportunity to exercise responsibility.

Technamation Is Here

► Technamation is a new way of animating still pictures by the use of polarized light. Industry and government are using it for everything from showing how the new Bulova electronic watch operates to training workers to launch a Titan missile from an underground base.

According to Technical Animations, Inc., of Long Island, technamation's widest application will probably be in the classroom. President Stanley L. Schwartz is developing a course for California schools in which basic electricity will be taught through animated slides. He is also developing a method of printing Technamated drawings in textbooks so students can see, for example, how the blood actually moves through the body.

Recipe for a Teacher

Select a young and pleasing personality, trim off all mannerisms of voice, dress, or deportment. Pour over it a mixture of equal parts of the wisdom of Solomon, the courage of young Daniel, the strength of Samson, and the patience of Job.

Season with the salt of experience, the pepper of animation, the oil of sympathy, and a dash of humor.

Stew for about four years in a hot classroom, testing occasionally with the fork of criticism thrust in by a principal or superintendent.

When done to a turn, garnish with a meager salary and serve hot to the community!

—Author unknown. Contributed by Max S. Marshall, Univ. of Calif. Medical Center, San Francisco

Not So Optimistic Now

► Only fourteen years ago, the writers of a National Council for the Social Studies yearbook emphasized an understanding of the need for "one world" and for "good citizens" who are tolerant, understanding, and humane.

The editors of a new NCSS yearbook, *Interpreting and Teaching American History*, observe that these sentiments are as appropriate as they have ever been. "But it would be rash indeed to prophesy today that the forces of reason, toleration, and humaneness can hope to win an early victory. We are still living in an age of loyalty oaths, affidavits, and state legislation which threatens to close schools; we still see student faces screwed up in hate because of attitudes which are clearly the reverse of any notion of the brotherhood of man; and those who talked of 'one world' in 1960 are frequently labeled as either naive or hypocritical."

These are the words of yearbook editors William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University. Their emphasis on interpretive history points up the fact that even in our own country historians are unable to agree on certain basics. For example, was disagreement over slavery the basic motive for the Civil War or did it provide a smoke-screen concealing basic motives? The irony of such disagreement is that it persists in the face of vastly increased factual knowledge and constantly intensified scholarly research.

Thumbs Down on Merit Rating

► Mrs. Marjorie Stromquist, a mathematics teacher at the Blackhawk Junior High School in Park Forest, Ill., refused a career award amounting to $500 per annum this spring because she could not condone the "merit system" under which the award was offered.

—Reported by Al Englehard, in the Park Forest *Star*

Dynamism from the Schools in Needles

► The story of a frontier town's discovery of a new dynamism, mainly by way of its public schools, is told in a four-part, front-page series in the *Christian Science Monitor* (Western Edition) for late April and early May. The town is Needles, Calif., and the superintendent who worked the transformation in the schools is Max Rafferty (Alpha Chi 36). Next fall, however, Rafferty will go to the larger La Canada District near Pasadena.

Rafferty is quoted as saying, "There is only one great problem in American education today. All the others stem from it, and will be on the way to solution when it is solved. This is the tragedy of declining standards."

One of the things his teachers learned, Rafferty says, is that California education requirements fall way below youth's capacities. Beginning with the elementary grades, Needles has supplemented state textbooks, for instance, with what it regards as better books. It has put rich content into courses which, as prescribed by law, sometimes seemed "as shallow as a pie tin."

When James B. Conant produced his study of American high schools, Needles promptly embarked on what Rafferty calls "the Conant major"—for forty recommended students. This means four years of math, four of science, four of English, and six of foreign language. Needles Union High offers German, Spanish, and Latin. The Latin classes normally complete four years of work in three.

Says Kimmis Hendrick, author of the series, "Needles graduates are now entering college well prepared, where in 1955 one quarter of those who went away to college were flunked out."

ACE Frowns on NDEA Principle

► The Committee on Relationships of Higher Education to the Federal Government, American Council on Education, has taken this position with regard to the National Defense Education Act:

The fragmentation of support to particular studies or particular instructional resources is a mistaken principle which unfortunately is embodied in several features of the present law.

The committee points with strong approval to the National Defense Fellowship Program as exemplifying support for all the important disciplines and expresses the hope that the same general policy may, as rapidly as possible, be embodied in other portions of the act which apply to other levels of education.

Federal Action in Prince Edward County

► The federal government is moving to reopen public schools of Prince Edward County, Virginia. The Justice Department, seeking to intervene as a co-plaintiff in the pending desegregation suit, asked the court to (1) bar Virginia from operating public schools anywhere so long as those of Prince Edward County are closed; (2) prohibit the use of state or county funds to support Prince Edward's system of private schooling for white students; and (3) require the operation of public schools in Prince Edward.

Schools of the county were closed after a desegregation order two years ago. Since then there have been no classes for 1,700 Negro children. Some 1,400 white children have obtained public funds as tuition grants for attending private schools.

Worldwide A-V Sourcebook

► The 1961 revised edition of *Audio-Visual Aids for International Understanding* is now available from the World Confederation of Organizations for the Teaching Profession, 1227 Sixteenth St., N. W., Washington 6, D. C. The price is $2.50 for the huge directory, which contains data on motion pictures, filmstrips, slides, and records from thirty-six countries. Over 1,200 items are listed.

In an introduction, WCOTP Secretary General William G. Carr says, "By frequent use of the materials listed in it, in all the classrooms of the world, teachers can play an important part in strengthening the bonds of comprehension and sympathy between the peoples of the world, and thereby advancing the cause of peace."

Sample entry (in card-file size): Austria. Film. "Western Treasure." The history of Habsburg rulers of Austria is reflected through a pageant of valuable objects they gathered from many lands into their Vienna treasury. German, English, French, 17 min., 35mm. and 16mm., color, sound, Bundesministerium fur Handel u. Wiederaufbau, Stugenrigh 1, Wien I.

The Child's Picture of the World

► "The most important thing to consider in viewing America's future is what picture of the world the American child gets in school," according to George S. Counts, addressing Northwestern University faculty members recently. "In order to give him an accurate picture, every teacher should have a comprehensive understanding of our age in relation to other peoples in the world."

Counts believes that study of understanding and values should supersede that of science and technology, and that science should be taught from a "humanistic" rather than a strictly technical point of view, emphasizing the effect of science on society.

New Type Merit Scholarship

► The National Merit Scholarship Corporation has announced that it will begin awarding special four-year scholarships of a new type. They will go to students whose records promise exceptional creative performance, who have showed exceptional determination to overcome financial or similar disadvantages, who are talented in only one field, or who can enter college with less than four full years of secondary schooling. Eighty-five of the special scholarships will be awarded this year.

Four Blind Philosophers

By LAURENCE R. CAMPBELL

ONCE there were four sightless seers who lived in inland cities. They decided to journey to the margin of the continent where land and sea battle over their boundaries in relentless warfare.

When the four men came to the continent's end, the first blind philosopher said: "Each of us has his favorite sense, and mine is the sense of smell. I shall stand here and inhale deeply, pulling the sea air into the bottom of my lungs. I cannot see the sea, but my nose will tell me what the sea is."

"What is the sea?" his three friends demanded after the first philosopher had stood in silence for several minutes.

"The sea is an elusive fragrance," the first philosopher reported. "The sea air has a salty tang, a moist fragrance, a bracing movement. Yet occasionally I get a whiff of something else— possibly the stink of dead fish—as the sea breeze shifts off shore. Yet like Whitman I can smell the sea breathing broad and convulsive breaths. Now that I have smelled the sea, I know what the sea is."

The second blind philosopher did not comment. Strolling shoelessly along the beach, he picked up shells, seaweed, driftwood. Then he waded into the ocean until he stood waist-deep in the ebbing tide. A fish slid through his fingers, a crab nibbled at his toes, a lazy wave slapped him on the chest.

"What is the sea?" his three friends demanded as he turned his back on the surf.

"The sea is water, but it is more than water," the second philosopher announced. "You feel its wetness; you feel its power; you feel the life in it. It is a community of algae and plankton, of minnows and whales. The fisherman is really a farmer on the sea. Now that I have touched the sea, I know what the sea is."

The third philosopher shook his head doubtfully. He knelt and scooped up sea water in his hands, lifting it to his lips. In disgust he spat it out. Again he tasted it, this time compelling his tongue to savor the taste or the composite of tastes in the sea water.

"Water, no; brine, yes," the third philosopher asserted. "Now I can believe that a single cubic mile of sea water may contain 166 million tons of dissolved salts—yes, gold and silver, bromine and iodine, magnesium and all the rest. Add it up and it's brine—bitter and nauseating. Now that I have tasted the sea, I know what the sea is."

Politely the fourth blind philosopher nodded. Slowly he strolled over the silver sands, sometimes cocking one ear and then the other. On and on he walked until cliffs gray and granite blocked him, shouldering their way into the boiling sea, hurling back huge combers that smashed again and again against their rocky ramparts.

"You are all wrong about the sea," the fourth blind philosopher reported when he returned. "Like Byron, I hear 'music in its roar.' Like Shelley, I can say that the sea at times 'is calm as a cradled child in dreamless slumber.' Yet it may match the symphonies of Beethoven. Now that I have heard the sea, I know what the sea is."

Each of the four blind philosophers knew that he alone was right. One had smelled the sea and one had touched it. One had tasted it and one had heard it. Why consult a Christopher Columbus or Robinson Crusoe, Admiral Peary or Admiral Dewey, a Conrad or a Turner about the ocean and its "unpathed waters, undreamed shores?"

So each of the four blind philosophers went his way. From that day forward each could tell his audience about the sea, relying wholly on his own experience.

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PHI DELTA KAPPA PUBLICATIONS

THE following publications are available on direct order to Phi Delta Kappa, 8th & Union, Bloomington, Ind. Please include remittance with order. All prices include postage.

1. *Research Design and Analysis: Second Annual Phi Delta Kappa Symposium on Educational Research.*

This volume publishes papers and discussions presented at Phi Delta Kappa's 1960 symposium by six of America's foremost authorities on statistical analysis and research design. The major papers were prepared by Palmer O. Johnson, Paul C. Rosenbloom, Leslie Kish, Francis G. Cornell, Oscar Kempthorne, S. B. Sells, and Julian C. Stanley. The book was edited by Raymond O. Collier, Jr., and Stanley Elam. Price $3.50, hard cover. 238 pp.

2. *First Annual Phi Delta Kappa Symposium on Educational Research.*

This volume publishes the five papers and subsequent discussions comprising a symposium held in 1959 to discuss the current stage of development in educational research, its rationale, its underlying assumptions, its philosophy, and its relationship to research in other behavioral sciences. The distinguished authors include Nicholas Fattu, Herbert S. Conrad, Warren G. Findley, Ralph W. Tyler, and Ernest Nagel. Frank Banghart was editor. Price $2.00, hard cover. 128 pp.

3. *The Research Studies.*

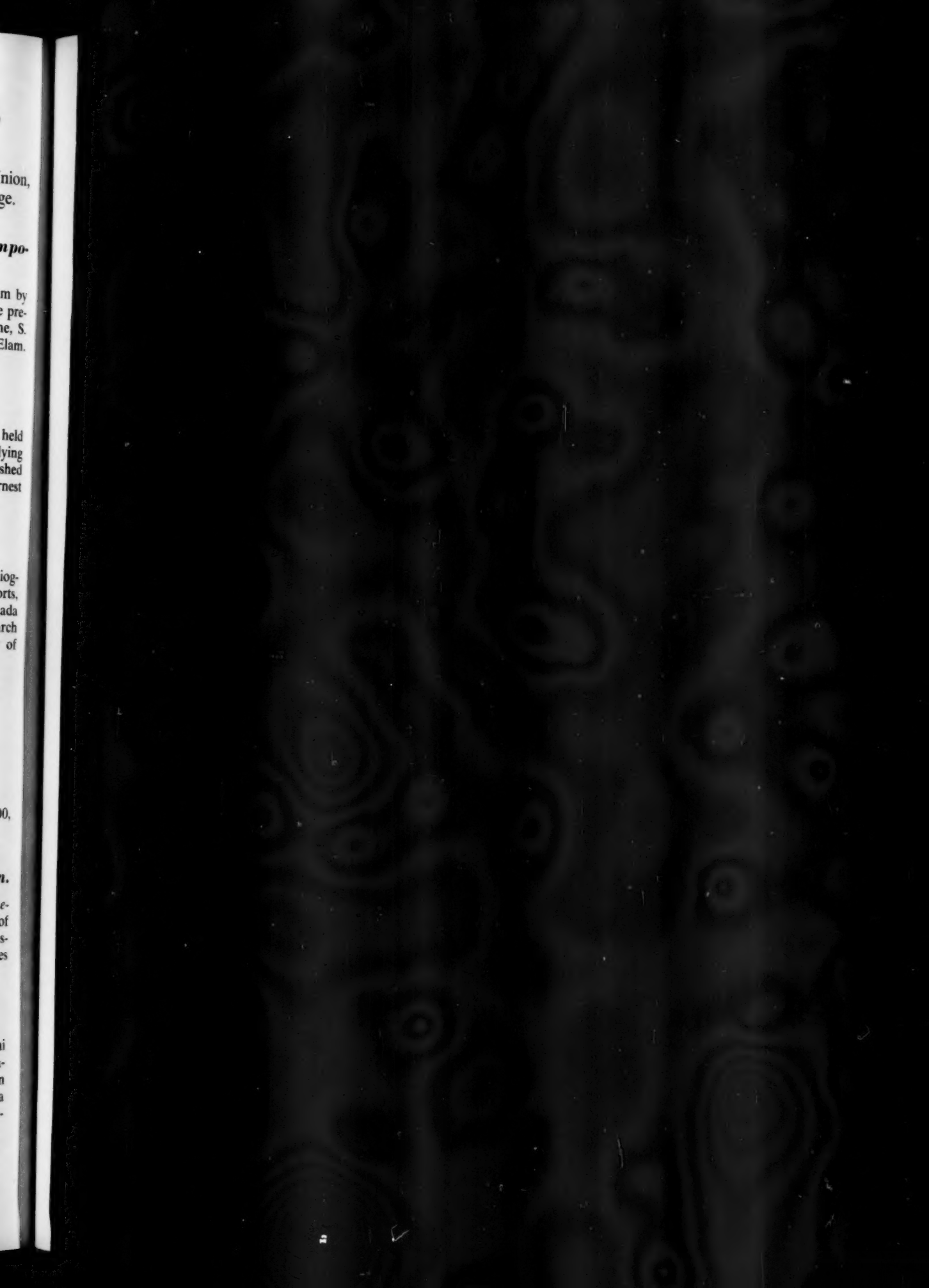
Phi Delta Kappa's *Research Studies* are subject-author indexes and research methods bibliographies published annually for educational researchers and students of education. Dissertations, reports, and field studies under way or completed at some 90 colleges and universities of the U. S. and Canada are classified by subject under some 55 headings. The volumes also contain author indexes and research methods bibliographies, the latter compiled by Carter V. Good, dean, Teachers College, University of Cincinnati. All volumes are soft cover.

Research Studies in Education, 1960 (available in August; orders accepted now)
Research Studies in Education, 1959
Research Studies in Education, 1958
Research Studies in Education, 1957 (supply strictly limited)
Research Studies in Education, 1956
Research Studies in Education, 1955
Research Studies in Education, 1954
Research Studies in Education, 1953

The 1960 volume is $3.50 ($3.00 if cash accompanies order). All other single volumes are $3.00, whether or not cash accompanies order. A set of eight volumes is $16. Any three, $7.50.

4. *Directory of Educational Research Agencies and Studies, 1959 revision.*

This directory, compiled by Raymond J. Young, complements Phi Delta Kappa's annual *Research Studies*. It brings together lists of educational research agencies and personnel in institutions of higher learning, in state education associations, in state departments of education, and in large city systems. It also contains a classified bibliography of research studies from each agency of the several types identified. Price, $1.00, soft cover.

5. *Action Patterns in School Desegregation, a Guidebook.*

This 288-page volume, written by Herbert Wey and John Corey under the direction of Phi Delta Kappa's Commission on the Study of Educational Policies and Programs in Relation to Desegregation, has met a definite need in areas where there are racial problems that affect the schools. Based upon a study of the way in which desegregation was achieved in 70 school districts of the South, it is a practical and matter-of-fact handbook examining every phase of the problem. Price, $1.50, soft cover. $2.25, hard cover.